Transition to Adult Living

A Guide for Secondary Education

2003

California Department of Education

The *Transition to Adult Living: A Guide for Secondary Education* was prepared by the California Services for Technical Assistance and Training (CalSTAT) at Sonoma State University.

CalSTAT is a special contracted project (No. 0127) of the California Department of Education (CDE), Special Education Division, through the California Institute on Human Services (CIHS). CalSTAT is supported by federal funds received from the CDE. The contents of the manual do not necessarily reflect the policy or position of the CDE. The *Transition to Adult Living: A Guide for Secondary Education* was written by members of the statewide Transition Adult to Life Leadership (TALL) team.

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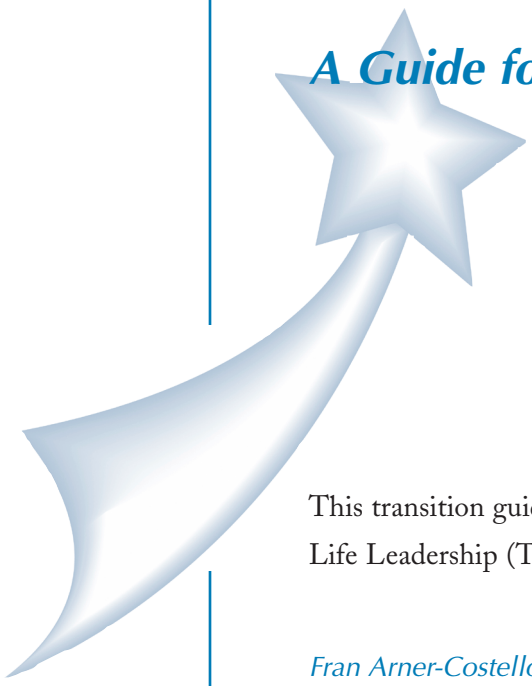
Transition to Adult Living:

A Guide for Secondary Education



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Acknowledgments

The development of the *2001 Transition to Adult Living: A Guide for Secondary Education* was coordinated by Diana Blackmon, Ed.D, Consultant for the California Department of Education, Special Education Division.

The *2003 Transition to Adult Living: A Guide to Secondary Education* was updated by Diana Blackmon, Ed.D, with suggestions from the National Transition Alliance and the thousands of California families, teachers, and Transition Specialists who field-tested the 2001 Guide.

Members of the TALL team wish to recognize Pat Dougan, Manager, California Department of Education, Special Education Division, for her long-term efforts and dedicated leadership to implement quality secondary education transition planning in California.

The *2003 Transition to Adult Living*: *A Guide to Secondary Education* is dedicated in memory of Joan Kilburn, parent and tireless advocate for children and youth with disabilities and their families.

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Special thanks to Susan Proctor and Joyce Rau
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March 2003

Purpose

The purpose of this guide is to provide technical assistance for the achievement of positive postschool outcomes for students with disabilities and for the appropriate implementation of the transition requirements of the Individuals with Disabilities Act of 1997 (IDEA '97) as delineated in the final regulations published on March 12, 1999. This guide also provides technical assistance to implement California legislation that has a direct impact on the transition from school to adult living of students with disabilities (e.g., the High School Exit Exam and Certificate of Educational Achievement or Completion). The guide is designed to be used by state education agencies, local education agencies, teachers, parents, and students to improve postschool outcomes for these students and aid in compliance with federal and state law.

An equally important purpose of this guide is to provide research-based best practices in transition that support meaningful outcomes as students move from school to adult life. The framework for transition planning and preparation contained in this guide reflects twenty years of research on best practices in transition by the U.S. Department of Education, Office of Special Education Programs. Our underlying assumption is that implementation of these systematic practices will provide a solid foundation for compliance with federal and state transition laws.

The educational practices presented in this guide are suggestions and not legal mandates, although many of them support the implementation of the transition requirements of IDEA. The framework contains many services and programs that are designed to meet the needs of a diverse student population. Given the geographic and demographic diversity of California, careful consideration of local needs, resources and local educational policy should be made when organizing schools and planning instruction to facilitate transition.

Readers are encouraged to use the strategies, evaluation tools, resources, and grade level competencies that are included in this guide and modify or adapt them as needed. Given the nature of today's information technology, current listings of resources, research and promising practices may change rapidly. The latest information will be provided on the California Department of Education, Special Education Division website, <www.cde/ca.gov/spbranch/sed>.

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Introduction

We are pleased to present the *Transition to Adult Living: A Guide for Secondary Education* for students, parents, educators, and agency personnel who are members of the IEP/Transition Team. The information provided will help facilitate the implementation of quality and effective transition services for students with disabilities. While it is our goal to provide sufficient information to be in compliance with the 1997 amended IDEA mandates for transition, we sincerely hope that this guide promotes practices beyond mere compliance and advances successful transition to its maximum potential.

All youth should leave high school prepared for adult roles and the quality of life they envision. Adult roles are defined as worker, responsible family member, contributing member of the community, and lifelong learner. In this introductory section, we highlight several important transition themes that appear in this guide and in California's Core Messages for Transition.

Transition Themes:

1. *Research-based best practices in transition*
2. *Transition planning that is*
    a. *collaborative with families, educators, and community agencies*
    b. *culturally and linguistically diverse*
3. *Transition as the foundation for the IEP*
4. *Employment and life skills for students with disabilities*
5. *Implementation of the legal requirements and the intent of IDEA '97 related to transition*

California's Core Messages for Transition:

Core Message text can be found on page xvii.

Connecting California's Transition Core Messages and IDEA '97 Regulations

On this page and the following page, we have referenced the California Transition Core Messages to selected IDEA '97 regulations. This overview shows the connection between IDEA '97 and research-based practices that support meaningful outcomes for students as they move from school to adult life. (See Appendix I for additional IDEA '97 transition-related amendments and final regulations.)

Section 300.29 Transition Services.

(a) As used in this part, transition services means a coordinated set of activities for a student with a disability that—

(1) Is designed within an outcome-oriented process, that promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual student's needs, taking into account the student's preferences and interests; and

(3) Includes—

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other postschool adult living objectives; and the language provided here represents only those portions of the statute (left column) and final regulations (right column) that pertain to the planning and delivery of transition requirements. The full statute and regulations may be downloaded from the world wide web at the following address: www.ideapractices.org/lawandregs.htm. The text in this section contains only direct quotes from the statute and final regulations. No interpretation is included in this section. This section was developed by the National Transition Network.

(v) If appropriate, acquisition of daily living skills and functional vocational evaluation.

(b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

Authority:20 U.S.C 1401(30)

Student-focused Planning

Program Structure and Attributes

Student Development

Section 300.517
Transfer of Parental Rights at Age of Majority.

(a) General—A State may provide that, when a student with a disability reaches the age of majority under State law that applies to all students (except for a student with a disability who has been determined to be incompetent under State law)—

(1) (i) The public agency shall provide any notice required by this part to both the individual and the parents; and

(ii) All other rights accorded to parents under Part B of the Act transfer to the student; and

(2) All rights accorded to parents under Part B of the Act transfer to students who are incarcerated in an adult or juvenile, State, or local correctional institution.

(3) Whenever a State transfers rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency shall notify the individual and the parents of the transfer of rights.

Authority: 20 U.S.C.1415(m)

Student Development

Interdisciplinary and Interagency Collaboration

Section 300.344 (b) IEP Team.

(b) *Transition services participants.*

(l) Under paragraph (a)(7) of this section, the public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of —

(i) The student's transition services needs under Section 300.347(b)(1);

(ii) The needed transition services for the student under Section 300.347(b)(2); or (iii) Both.

(2) If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered.

(3) (i) In implementing the requirements of Section 300.347(b)(2), the public agency also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.

(ii) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain participation of the other agency in the planning of any transition services.

Authority: 20 U.S.C.1401(30), 1414(d)(1)(A)(7), (B)

Student-focused Planning

Interdisciplinary and Interagency Collaboration

Student-focused Planning

Family Involvement

Section 300.345 Parent Participation.

(a) Public agency responsibility — general . Each public agency shall take steps to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including —

(1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

(2) Scheduling the meeting at a mutually agreed on time and place.

(b) Information provided to parents.

(1) The notice required under paragraph (a)(1) of this section must —

(i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and

(ii) Inform the parents of the provisions in Section 300.344(a)(6) and (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).

(2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also —

(i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in Section 300.347(b)(1); and

(ii) Indicate that the agency will invite the student.

(3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must —

(i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in Section 300.347(b)(2);

(ii) Indicate that the agency will invite the student; and

(iii) Identify any other agency that will be invited to send a representative.

(c) Other methods to ensure parent participation. If neither parent can attend, the public agency shall use other methods to ensure parent participation, including individual or conference telephone calls.

(d) Conducting an IEP meeting without a parent in attendance. A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the public agency must have a record of its attempts to arrange a mutually agreed on time and place, such as—

(1) Detailed records of telephone calls made or attempted and the results of those calls;

(2) Copies of correspondence sent to the parents and any responses received; and

(3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

(e) Use of interpreters or other action, as appropriate. The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

(f) Parent copy of child's IEP. The public agency shall give the parent a copy of the child's IEP at no cost to the parent.

Authority: 20 U.S.C.1414(d)(1)(B)(i)

Student Development

Student-focused Planning

Section 300.347 (b).(c) and (d)
Content of IEP.

(b) *Transition services.* The IEP must include —

(1) For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and

(2) For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

(c) *Transfer of rights.* In a State that transfers rights at the age of majority, beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority, consistent with Section 300.517.

(d) *Students with disabilities convicted as adults and incarcerated in adult prisons.* Special rules concerning the content of IEPs for students with disabilities convicted as adults and incarcerated in adult prisons are contained in Section.300.311(b) and (c).

Authority: 20 U.S.C.1414(d)(1)(A)and (d)(6)(A)(ii)

Interdisciplinary and Interagency Collaboration

Section 300.348
Agency Responsibilities for Transition Services

(a) If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with Section.300.347(b)(1), the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

(b) Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

Authority: 20 U.S.C.1414(d)(5);1414(d)(1)(A)(vii)

The Challenges of Transition in the New Millennium

While the new millennium offers opportunities and challenges to all young people entering the workforce and adult life, students with disabilities have historically faced even greater challenges. Since the passage of federal legislation ensuring a free, appropriate public education for individuals with disabilities, studies have investigated the effectiveness of these programs, examining various postschool outcomes such as postsecondary education, employment, income, living arrangements, and leisure activities. Studies comparing individuals both with and without disabilities indicate the following:

- *Lower high school graduation rates*
- *Lower college entrance and graduation rates*
- *Higher rates of poverty*

Individuals with disabilities lag far behind individuals without disabilities in obtaining a basic education:

- *One out of five Americans with disabilities fails to complete high school compared to fewer than one in ten for the non-disabled population.*
- *The gap is only slightly smaller in higher education, with twelve percent of the disabled population graduating from college compared to twenty-two percent of their non-disabled peers.*
- *There is a wide disparity between disabled and non-disabled Americans in life satisfaction, using indicators such as entertainment, socialization, and optimism for the future.*

Studies conducted by Harris and Associates for the National Organization on Disability (NOD) over the past ten years have consistently found that since the passage of the Americans with Disabilities Act of 1990:

- *Fewer than one-third of Americans with disabilities between the ages of 18 and 64 are working full or part-time.*
- *The poverty rate is higher for Americans with disabilities.*
- *Twenty-nine percent of persons with disabilities are living on household incomes of less than $15,000 per year compared to ten percent of the non-disabled population.*

(See NOD reference in Appendix H)

To reverse this trend, the 1990 Individuals with Disabilities Education Act (IDEA) required services and activities that promoted planning and preparation for the student's future. The original 1990 IDEA legislation stated that, beginning at age 16, planning for postschool transition was required at IEP meetings for all students with disabilities. In addition, that IDEA required that students be invited to attend the IEP meeting and that transition planning be addressed in the areas of:

- *Instruction*
- *Employment and other postschool adult living objectives*
- *Community experiences*
- *If appropriate, daily living skills and*
- *Functional vocational evaluation*

To strengthen the requirement for transition planning, the 1997 reauthorization of the IDEA '97 mandated:

(a) Lowering the transition planning age to 14 with language specifying a course of study that will prepare students for their desired postschool goals and dreams

(b) Expanding transition planning in the IEP to include related services necessary to achieve the activities stated in the plan

(c) Outlining procedures for the transfer of legal rights from the parent to the student upon reaching the age of majority under state law, which is 18 in California

IDEA clearly states that one of its primary purposes is to "ensure that all children with disabilities have available to them a free, appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for employment and independent living**" (34 CFR §300.1(a)).

Research on Best Practices in Transition

The U.S. Department of Education, Office of Special Education Programs (OSEP), has funded research over the past two decades in an attempt to identify model transition programs and best practices in transition. In a review of literature, model projects, and exemplary programs, Paula Kohler, a researcher at Western Michigan University, organized the findings into five categories of best practices in transition that she identifies as the Taxonomy for Transition Programming:

- *Student-focused planning*
- *Student development, which includes school-based and work-based learning*
- *Interagency and interdisciplinary collaboration*
- *Family involvement*
- *Program structure and attributes that include a range of curricular options that are based on postschool goals*

Readers are encouraged to explore the full text of Kohler's research and obtain transition implementation materials at: http://homepages.wmich.edu/~kohlerp/

The California Core Messages for Transition reflect these research-based best practices in transition as identified by Kohler. In this guide, we also identify legal requirements and provide examples and resources in transition programming particular to California.

The IEP as the Foundation for Transition

The IEP is the foundation and central procedural safeguard for implementing the transition service language requirements of IDEA. Storms, O'Leary and Williams (2000) developed *Transition Requirements: A Guide for States, Districts, Schools, Universities, and Families* (see Appendix H) to assist IEP teams with the development of effective transition plans that are in accordance with the IDEA '97 transition requirements.

They suggested that the concept of transition is simple and generally involves three major activities:

1. *Coaching every student, along with his or her family, to think about goals for life after high school and to develop a long-range plan to get there*
2. *Designing the high school experience to ensure that the student gains the skills and competencies needed to achieve his or her desired goals*
3. *Identifying and linking students and families to any needed postschool services and supports*

Transition Planning

Transition planning is an essential step in preparing students with disabilities to assume adult roles. Transition planning should focus on students' future dreams and goals, empowering them to create a personal vision and identifying opportunities to help them meet their current needs as they transition into high school, postsecondary education and training, employment, and quality adult life.

How can this work for students with severe and profound challenges or for students who may be nonverbal? The long-range transition goal of achieving a quality of life based upon an individual's desires and interests is the same for every student; however, the methods used to define goals and activities are different. It is important to involve family members and others who can convey information that truly captures the student's personality and builds on his or her abilities and interests.

Transition planning promotes the development of education and career plans based on self-awareness and awareness of various career and education options, promotes independence, and establishes linkages to adult services and supports. Students are subsequently able to "enter the next system" prepared to make informed decisions in postsecondary education settings, the community, and in the workplace. Quality transition planning promotes an ability in students to advocate for themselves, develop their own IEPs, and be aware of and able to apply the laws that mandate access and accommodation after they leave school, such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Collaboration

Successful transition of students with disabilities is the responsibility of all members of the transition planning team and requires considerable collaboration among team members. The roles and responsibilities of team members include:

- *Parents must advocate for their children within the educational system and the agency structure, believe in them, and play the role of educator in the home environment.*
- *Students must accept the responsibility to be engaged, responsible individuals who attend school regularly, participate in setting goals for the future and identify how they will be achieved.*
- *Educators must accept the responsibility to immerse youth in the learning process with a standards-based, contextual learning approach to teaching that include school and work-based learning experiences.*
- *Agency personnel must treat each student as an individual and be committed to meeting each student's needs by determining what services the agency might provide and coordinate.*

If everyone on the IEP team accepts these transition planning responsibilities, collaborates effectively, and follows through on the agreed upon transition services, students with disabilities have a greater probability of leaving school fully prepared and enthusiastic about their futures.

Culturally and Linguistically Diverse Students

The culturally and linguistically diverse population in California provides unique opportunities and challenges for transitioning students with disabilities from school to adult life. The value of developing educational, vocational and other service agency awareness of a student's cultural and linguistic community cannot be underestimated in achieving an inclusive, culturally competent society. Cultural competence is defined as a set of behaviors, attitudes, beliefs, and values that enable people to work effectively between cultures.

Mandates for transition planning processes represent culturally defined beliefs about desired outcomes… Schools and agencies are organized to implement these values… Many transition practices presume a certain vision for achieving a high-quality life and for becoming self-determined and self-advocating adults. Cultures that value group harmony and identity may not believe that their youth need to develop these independent skills. Professionals need to be aware of this to negotiate successfully between these program/policy mandates and the values of ethnically diverse families. (Flexer, Simmons, Luft, Baer, 2000)

Characteristics of programs that exemplify culturally competent principles and values have:

- *A clearly defined philosophy and policy based on cultural dynamics and inclusion*
- *A strong emphasis on the importance of family*
- *Staffing patterns that reflect the ethnic makeup of the population served*
- *An emphasis on training, education and curriculum development to address cultural issues*

The importance of having staff that speak the language of the student cannot be overemphasized. Language match between families and teachers help people feel comfortable and respected. In the absence of a professional who speaks the students' language and is sensitive to their customs, a paraprofessional from the community could be included on the IEP team that develops the IEP/transition plan.

Culturally sensitive practices that promote family participation in transition planning meetings include the following:

- *Using culturally sensitive assessment tools*
- *Utilizing transition personnel who possess adequate and appropriate training, knowledge, sensitivity, and skill related to the student with a disability and the unique community of the family*
- *Being aware of the degree of integration and acculturation of the family*
- *Learning about the family's attitudes and beliefs toward disabilities*
- *Understanding the family's child-rearing practices, family structure and norms, and cultural attitudes toward adult independence*
    - ★ *Showing respect for the family's cultural values and mores*
    - ★ *Recognizing the communication style of the family*
- *Learning about the family's goals and dreams for their child's future*
    - ★ *Viewing all family members as equal partners during the meeting*
- *Conducting meetings in locations and at times that are convenient for the family*
    - ★ *Arranging child care, if needed, for the family to attend the meeting*
    - ★ *Utilizing interpreters who are both bilingual and bicultural*
    - ★ *Assuring language accessibility in print materials*
    - ★ *Limiting the use of jargon during meetings*
    - ★ *Locating transition services within the client's community*

The culturally competent practices described above, along with the transition requirements of IDEA '97, can provide a catalyst for improved postschool outcomes for students from diverse backgrounds, and can be applied in urban or rural California schools.

Employment Skills for Students with Disabilities

A particularly important focus of transition for students with disabilities is the development of employment and life skills. The workplace is a dynamic, constantly changing environment that requires adaptability and certain essential skills. In their book, *Teaching the New Basic Skills*, Murnane and Levy (1996) define several essential skills for achieving economic self-sufficiency:

- *The ability to read at the ninth grade level or higher*
- *The ability to do math at the ninth grade level or higher*
- *The ability to work in groups with persons of various backgrounds*
- *The ability to communicate, both orally and in writing*
- *The ability to use personal computers to carry out simple tasks such as word processing*
- *The ability to solve semi-structured problems where the hypothesis must be formed and tested*

We recognize that the attainment of these essential skills may be a challenge for some students with disabilities. However, the level of literacy in the workplace has risen. Therefore, we must provide all students with an opportunity to develop these academic and workplace skills to the maximum of their capability. In addition, all students must demonstrate skills and traits that employers value, such as employability skills defined in the Secretary's Commission on Achieving Necessary Skills (SCANS) (Appendix A).

Realistically, all of these goals will not be attainable for every student. The expectation is that the work they do will be productive and valued. Also, other activities in their lives will convey a sense of well-being and satisfaction for the student.

Students with disabilities also need instruction and support to acquire life skills, also known as functional skills. These skills relate to functioning as a family member, good neighbor and citizen, worker, and active participant in the community (Clark, Field, Patton, Brolin, & Sittlington, 1994). According to Clark et al., life skills curricular content should emphasize instruction in areas such as personal responsibility, social competence, interpersonal relationships, health (physical and mental), home living, employability, occupational awareness, job skills, recreation and leisure skills, consumer skills, and community participation. Students should have opportunities to learn and practice life skills,

explore their communities, participate in various paid and unpaid work experiences, and develop friendships and other personal relationships.

Finally, all students need to participate in the career decision-making process to find personally satisfying job opportunities. The National Career Development Guideline provide an outline of grade and age appropriate competencies and expectations (Appendix C).

As educational reform initiatives make high school graduation increasingly important and social welfare policies reduce support services to the unemployed and underemployed, it is even more critical that every member of the IEP/Transition planning team accepts the challenge of equipping youth with the skills and education they need to face the future. Failure to do so will leave students with disabilities vulnerable to the following conditions:

- *Chronic unemployment and underemployment*
- *Social and emotional difficulties*
- *Deprivation of economic self-sufficiency and related benefits (e.g., social security, medical, retirement)*
- *Susceptibility to changing economic conditions*
- *Dependence on public support*

The following page highlights the California Core Messages for Transition which are supported by the research and best practices discussed in this section. These messages serve as the framework for the *Transition to Adult Living: A Guide for Secondary Education.*

California Core Messages for Transition

1

Student-Focused Planning is based on the student's dreams, interests, and preferences. Self-determination and advocacy are critical skills that ensure student-focused planning and implementation. Teachers and families support students in identifying postschool goals and the steps needed to achieve their goals through ongoing conversations, assessment, instruction, and experiences.

2

Student Development for adult living includes school and work-based learning. Development of academic, social, and employability competencies offer greatest postschool success. School-based learning includes access to the core curriculum with appropriate accommodations. Work-based learning integrates rigorous academic standards into real-life work situations. Social skills such as self-awareness, self-determination, and self-advocacy offer the greatest promise for postschool success and can be taught in both school and work-based settings.

3

Interdisciplinary and Interagency collaboration in transition planning involves multiple levels: family, school, district, community, region, and state. It requires planning at both the individual and community levels. Interagency collaboration involves programs, systems, and service delivery, which reflect all stakeholders involved.

4

Family Involvement recognizes parents as equal IEP team members who provide the most relevant information about the student. Cultural, linguistic, and diverse student needs are understood and considered throughout the IEP transition planning process. Information is available to families regarding school, community, and agency options.

5

Program Structure and Attributes include a range of curricular options and programs that are based on postschool goals. Schools are organized to provide academic rigor as well as real-life relevance through connections to the workplace and community.

SECTION 1

Transition Planning Is Student-Focused

Student-focused planning is based on the student's dreams, interests, and preferences. Self-determination and advocacy are critical skills that ensure student-focused planning and implementation. Teachers and families support students in identifying postschool goals and the steps needed to achieve their goals through ongoing conversations, assessment, instruction and experiences.

California Transition Core Message

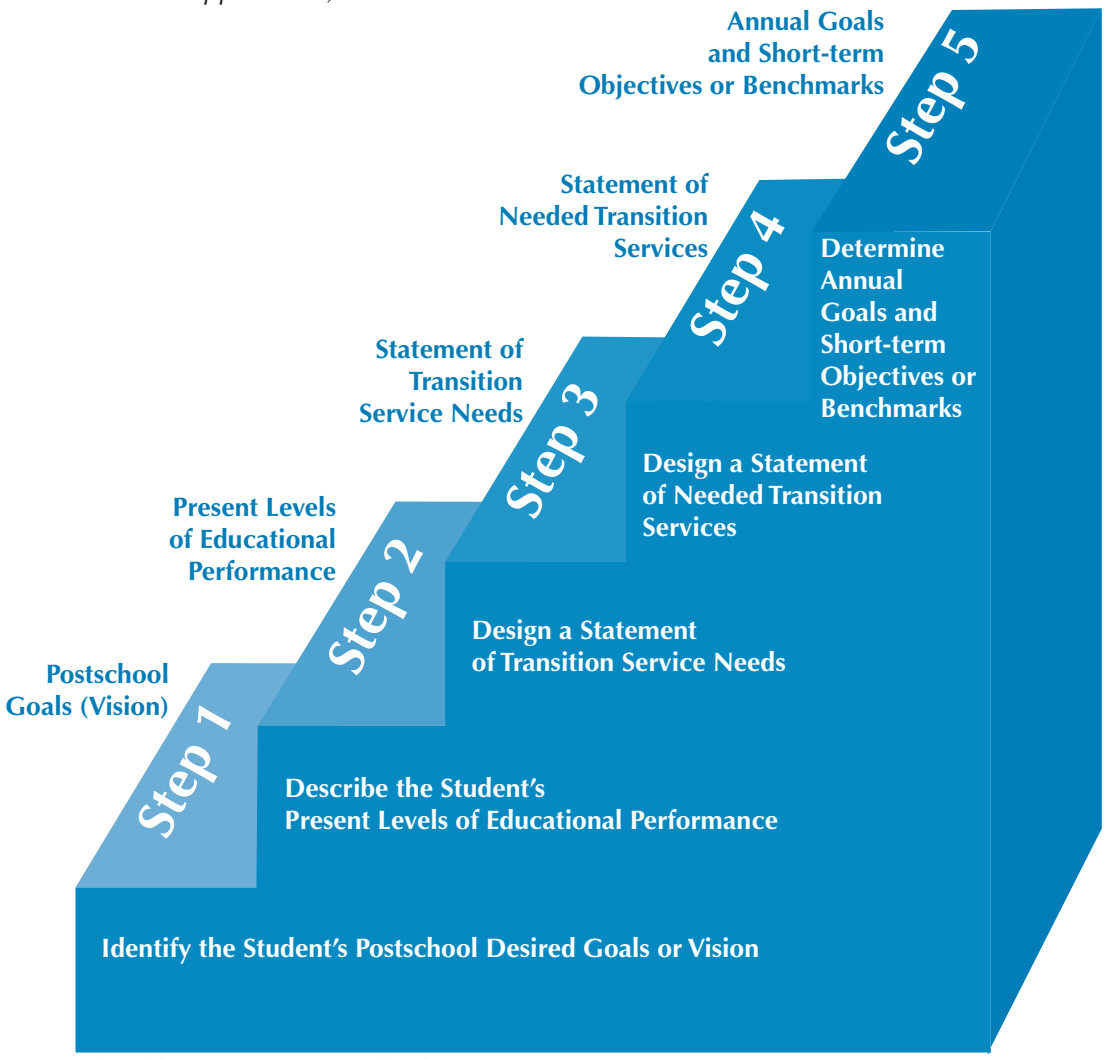
Whose life is it anyway? We raise this important question because, too often in the past, IEP teams have not engaged in student-focused planning. Efforts to streamline the IEP process because of limited time and excessive paperwork have resulted in IEP meetings that are designed primarily for sharing present levels of performance information, prewritten IEP goals, objectives and benchmarks, and the attainment of signatures. IEP meetings of this type are frequently dominated by special education personnel, with very little input from students and their families.

IEP teams need to reconsider the way transition planning occurs. In this section we discuss how students, family members, and teachers can use research-based best practices to promote student-focused planning for transition before and during IEP meetings.

Five-step process for developing transition plans in the IEP

By the minimum age of 14, the entire IEP for every student becomes future-directed, goal-oriented, and based upon the student's preferences, interests, and needs. The concept of transition becomes an integral component of discussion and decisions of the entire IEP. In order for transition to be the focus of the IEP, and not a separate piece, changes must be made in the way that information is gathered and IEPs developed. Considerations for improving the IEP process include:

- *Begin by identifying the students' postschool goal.*
- *Think long range instead of only the current year.*
- *Focus on student strengths and abilities, NOT only on the student's perceived/identified deficits.*
- *Construct IEP forms that reflect transition as the focus of the entire IEP.*
- *Expand IEP team members and roles (see list of possible participants and roles in Appendix B).*



Adapted from: Storms, O'Leary and Williams.
Transition Requirements: A Guide for States, Districts, Schools, Universities, and Families.

Step 1:

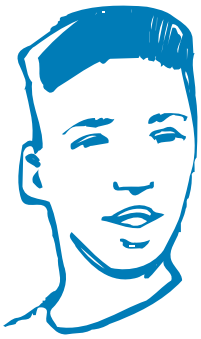
Identify the Student's Postschool Goals or Vision

Begin transition planning by identifying the student's dreams, goals, interests, and preferences.

Here are examples of two students' vision statements:

Maria's Vision
- Live in an apartment near her family with support
- Work and have fun in the community

John's Vision
- Go to college
- Work as an artist
- Live independently
- Play sports



THE STUDENT should be prepared to identify his/her dreams, goals, interests, and preferences during the IEP. To do this, students need many opportunities to learn about themselves and the world of work. Students should also answer the following questions by having conversations with his or her family, teachers, and friends.

- *What are your dreams and goals for the future?*
- *What do you need to do to achieve those goals?*
- *If you don't know what you might like to do in the future, what can you do now to find out what you might like?*

IEP teams can provide the following experiences and information to assist students in answering this question.

During middle school:

- *Learn about your learning style – how you learn best.*
- *Identify what subjects in school interest you the most.*
- *Become aware of classes and other opportunities at your local high school and within the community that can help you achieve your goals.*
- *Participate in career exploration, such as attending job fairs, completing interests inventories, and listening to guest speakers to learn about different careers.*
- *Share information about your potential career choices with family, friends, and teachers.*

During high school:

- *Take high school courses that are required for graduation and your career choice.*
- *Become involved in career preparation experiences, such as job shadowing, summer jobs, volunteering, and paid, part-time employment.*
- *Participate in extracurricular activities and clubs that will help you achieve your goals.*
- *Learn study skills and test-taking strategies.*

Examples of activities that can help you learn what you like may include:

- *Career education courses and training opportunities*
- *Elective classes such as art, music, computer technology, and health science*
- *Work Experience Education*
- *Community service experiences and Service Learning*
- *School-to-Career activities*
- *Job and career fairs*
- *Talking to your family, teachers, or counselor if you are unsure*

THE FAMILY can help identify dreams, goals, interests, and preferences by doing the following with their sons or daughters:

- *Continually talk with them about their future goals.*
- *Help them create their dreams, goals, and personal vision.*
- *Identify different activities that will help them accomplish these goals.*
- *Help them establish what they do well or would like to do better.*
- *Help them select needed supports so they can participate in activities of their choosing.*
- *Help them explore various activities they enjoy participating in, such as social events, community activities, recreation, and work experiences.*
- *Reach out to the community, including friends and family, to expand their options.*

THE TEACHER supports students by providing a variety of activities and experiences that help them think and talk about their future possibilities. Ongoing conversations should take place that address these questions:

- *How is school connected to work?*
- *What does the student want to do after high school (e.g., further education or training, employment, or the military)?*
- *How do you decide what career to choose?*
- *Where and how does the student want to live (e.g., in a college dormitory, apartment, family home, group home, supported, or independent living situation)?*
- *How will the student access the community (e.g., public or private transportation)?*
- *In what community activities is the student interested in participating (e.g., recreation, clubs and organizations, or civic events)?*
- *What are the laws that protect individuals with disabilities?*

Students with more severe disabilities may be nonverbal or unable to discuss these questions. Teachers should talk with (a) the family about their visions and goals for their son or daughter, (b) other service providers, (c) peers, and (d) school staff, such as the school secretary or classroom aide, who may also be knowledgeable about the student's interests and preferences, goals, and dreams for the future.

Teachers can further help guide students toward identifying goals by providing them experiences that demonstrate how school subjects relate to possible future careers. For example, a 14-year-old interested in veterinary medicine can interview a veterinarian and, thereby, determine the appropriate high school courses with an emphasis on science classes. The student may subsequently wish to develop an IEP goal for taking a general education class related to his career interest.

Step 2:

Describe the Student's Present Levels of Educational and Vocational Performance

Descriptions of the student's present levels of educational performance frequently are given only by school personnel at IEP meetings (e.g., regular educators, special educators, speech and language therapists, and school psychologists). It is critical that students and parents be provided opportunities to participate in this step of the process as well. The following is a description of how students can be involved in describing their present level of educational performance. This list is followed by suggested contributions from parents and teachers.

THE STUDENT can contribute information about her/his present level of performance by learning to:

1. *Explain your disability and needed accommodations:*
   - *Learn to explain your disability in terms of what you need, not what you can't do.*
   - *Learn to explain and request the accommodations you need to be successful in school and on the job.*

2. *Learn about your interests, strengths, and abilities by exploring answers to the following questions:*
   - *How do you learn best?*
   - *What are you good at doing?*
   - *What type of personality do you have?*
   - *What kinds of accommodations help you to be successful in school and at work?*
   - *What are some of the jobs or careers that interest you?*
   - *In which environment do you learn and work best?*

Maria's Strengths

- *I am well groomed.*
- *I am cooperative and dependable.*
- *I can copy from the board.*
- *I can follow rules and routines.*
- *I like to sing and dance.*
- *I get along with others.*

John's Strengths

- *I have strong reading and math skills.*
- *I am good at working with my hands.*
- *I am creative at music and art.*
- *I can be meticulous.*
- *I have computer skills.*
- *I like to "figure things out."*

THE FAMILY can contribute to describing the student's present level of performance by doing the following:

- *Share as much information as possible with educators and agency personnel about your son's or daughter's interests, strengths, and abilities in a variety of transition domains (e.g., education, employment, independent living, recreation, and leisure activities), so accurate present levels of performance can be developed.*
- *Identify accommodations that work for your child.*

THE TEACHER can contribute to describing the student's present level of performance by doing the following:

- *Discuss educational and transition assessment data related to the student's dreams, goals, interests, preferences, strengths, and abilities with the student and family.*
- *Discuss supports and accommodations including assistive technology that work for the student.*
- *Provide information about the student's present level of educational and vocational performance in the following areas:*
  - *Independent living skills*
  - *Community participation skills*
  - *Awareness of resources, including people, places, and activities in the community*
  - *Career and vocational skills*

See Appendix D for suggestions about assessment.

The following are Maria's and John's present levels of educational and vocational performance. Because Maria has difficulty communicating, her levels were written by her IEP team. With assistance from his teachers, John was able to write his own report.

Maria's Present Levels of Educational and Vocational Performance:

Maria has difficulty communicating verbally but clearly has interests and preferences. Her family and transition team speak on her behalf. Maria's disability is moderate mental retardation (IEP 9/98). Maria is social and enjoys being around people and needs a variety of work experiences to decide what she likes best.

Work Experience: Maria has participated in office jobs or tasks (collating) and campus recycling projects with her class. She is able to work independently for 30 minutes when sure of the task.

Recreation and Leisure: Maria does a lot with her family and church. She enjoys dance class at the YMCA, movies, and singing.

Home/Independent Living: Maria does not have any routine responsibilities at home.

Community Participation: Maria goes shopping and to restaurants with her family. She participates in her special day class community activity once a week.

Postsecondary Training and Learning: Maria and her family receive community access and vocational training services from the Regional Center.

Related Services: Maria has limited verbal communication skills and receives Speech/Language therapy.

John's Present Levels of Performance:

I have above average range of intelligence (WISC III, 9/99). My strengths are in visual memory, organization, and problem solving. My learning disabilities are in written language and attention. I am not sure what accommodations to use. I earned Bs and Cs in ninth grade. My grades have been lower this semester.

Work Experience: I frequently help out at my uncle's video store. My uncle tells me that I am very good with customers. I would like a part-time job in an art studio.

Recreation and Leisure: I play on a community baseball team. I enjoy going camping with my family.

Home/Independent Living: I am independent at home. I do daily chores.

Community Participation: I get around the community on my bike. I want to get a driver's license next year.

Postsecondary Training and Learning: I plan on going to community college and transferring to an art school.

Related Services: I had Speech/Language services until sixth grade. I may need help getting a job.

Step 3:

Design a Statement of Transition Service Needs

IDEA '97 requires that the IEP include:

"For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced placement courses or a vocational education program)". (34 CFR 399.347(B)(1)

The "statement of transition service needs" includes the following components:

- *Based on the student's desired outcomes, outline a program for the student's school including community activities.*
- *The course of study may include required, elective, advanced placement, modified, or specially-designed courses.*
- *The decisions regarding the course of study should directly relate to how the student is functioning and what he/she wants to do after high school.*
- *Identify if the proposed course of study leads to a regular diploma or Certificate of Educational Achievement or Completion.*

For students earning certificates a recent California Education Code addresses the student's right to participate in graduation ceremonies and related graduation activities. (See Appendix I.)

The following are Maria's and John's transition services needs:

John's Transition Services Needs:

- *I need instruction on study and organizational strategies to be successful in my general education classes.*
- *I need instruction on self-advocacy to explain my disability and needed accommodations to teachers and employers.*
- *I need career exploration activities to help me determine career options.*
- *I need to take classes needed for college.*

Maria's Transition Services Needs:

- *Maria needs a functional skills curriculum and community-based instruction.*
- *Maria and her family need assistance in accessing adult community services and supports.*
- *Maria needs opportunities to participate in classes and activities with non-disabled peers.*
- *Maria's curricula will lead to a high school certificate of recognition for educational achievement.*

Step 4:

Design a Statement of Needed Transition Services

This portion of the IEP planning process identifies the transition instruction and service activities, personnel, or resources that can be utilized to help the student achieve his/her desired postschool dreams and goals. There are five main categories of transition services that must be considered by the IEP team:

- *INSTRUCTION — The student is required in specific areas to complete classes, to succeed in the general curriculum, and to gain needed skills.*
- *COMMUNITY EXPERIENCES OUTSIDE THE CLASSROOM SETTING — Examples could include community-based work experience or exploration, banking, shopping, travel training, counseling, and recreational activities.*
- *EMPLOYMENT AND OTHER POSTSCHOOL ADULT LIVING OBJECTIVES — These may include activities to explore and prepare for postschool vocational training or college, or competitive or supported employment after high school.*
- *RELATED SERVICES — The student may need services from other providers in order to achieve his/her educational goals.*
- *LINKAGES — Connections to adult agencies and other providers needs to be arranged before the student leaves the school system.*
- *IF APPROPRIATE:*

  DAILY LIVING SKILLS — The student may require practice performing activities that adults do every day (e.g., preparing meals, shopping, budgeting, maintaining a home, paying bills, grooming).

  FUNCTIONAL VOCATIONAL EVALUATION — An assessment process that provides practical information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observation, or formal measures.

The following are examples of Maria's and John's needed transition services based on their present levels of educational and vocational performance:

John's Needed Transition Services:

Instruction: *I need to enroll in a study skills class and tutoring program for writing.*

Community: *I need to explore joining a teen support group for learning disabilities.*

Employment: *I need to participate in work experience offered at my high school.*

Maria's Needed Transition Services:

Instruction: *Maria needs a functional skills curriculum emphasizing daily living, social, and community-based instruction.*

Community: *Maria needs connections to adult community services and opportunities to explore activities that reflect her interests on a weekly basis.*

Employment: *Maria needs to participate in at least one on-campus volunteer job per semester.*

Daily Living: *Maria needs practice with daily living skills at home and school.*

Step 5:

Determine Annual Goals or Short-Term Objectives or Benchmarks

The annual goals and short-term objectives and benchmarks of the IEP should support the student's expressed postschool goals and vision, be based upon the student's present levels of performance, and reflect the statement of needed transition services.

The following are some examples of Maria's and John's annual goals and benchmarks:

Maria's Goals and Benchmarks:

Goal:

By 1/05, Maria will demonstrate the ability to shop in a grocery store.

Benchmarks:

- *By 5/04, Maria will use a computer template to make a grocery list of three items selected from newspaper ads.*
- *By 10/04, Maria will use the "dollar over method" to estimate the amount of money she will need for her purchases.*
- *By 1/05, Maria will find the items on her grocery list in the store and purchase them independently.*

John's Goals and Benchmarks:

Goal:

By 1/05, I will articulate with 100 percent accuracy, when asked by my general education teachers, how I accommodate for my writing disability.

Benchmarks:

- *By 5/07, I will discuss, in a small group, my learning disabilities and the accommodations I need, with 100 percent accuracy.*
- *By 10/04, I will list my own needed accommodations when requested by my resource teacher with 100 percent accuracy.*
- *By 1/05, I will discuss my disability and accommodations that work for me at my IEP meeting and with my teachers.*

Maria's Transition Planning Profile 1/01

Vision

- Live in an apartment near my family
- Work and have fun in my community

Career Interests

- Work in an office
- Help children

Strengths

- Well groomed
- Cooperative and dependable
- Can copy from the board
- Can follow rules and routines
- Likes to sing and dance
- Gets along well with others

Present Levels of Performance of Educational and Vocational Performance

Maria has difficulty communicating verbally, but clearly has interests and preferences. Her family and transition team speak on her behalf. Maria's disability is moderate mental retardation (IEP 9/98). Maria is social and enjoys being around people and needs a variety of work experiences to decide what she likes best.

- **Work Experience**: Maria has participated in office jobs (collating) and campus recycling projects with her class. She is able to work independently for 30 minutes when sure of the task.
- **Recreation and Leisure**: Maria does a lot with her family and church. She enjoys dance classes at the YMCA, movies, and singing.
- **Home/Independent Living**: Maria does not have any routine responsibilities at home.
- **Community Participation**: Maria goes shopping and to restaurants with her family. She participates in her Special Day Class community activities once a week.
- **Postsecondary Training and Learning**: Maria and her family receive community access and vocational training services from the Regional Center.
- **Related Services**: Maria has limited verbal skills and receives Speech/Language therapy.

Transition Services Needs

- Maria needs functional skills curriculum and community-based instruction.
- Maria and her family need assistance in accessing adult community services and support.
- Maria needs supported work-based learning experiences.
- Maria needs opportunities to participate in activities with persons with like interests but without disabilities.

Needed Transition Services

- **Instruction**: Maria needs a functional skills curriculum emphasizing daily living, social and community-based instruction.
- **Community**: Maria needs connections to adult community services and opportunities to explore activities that reflect her interests on a weekly basis.
- **Employment**: Maria needs to participate in at least one on-campus volunteer job per semester.
- **Daily Living:** Maria needs practice with daily living skills at home and school.

Maria's Goals and Benchmarks

Goal #1: By 1/02, Maria will read sight vocabulary words commonly found in community settings.
Benchmarks:
1. By 5/01, Maria will read 50 community-based sight vocabulary words with at least 80 percent accuracy.
2. By 10/01, Maria will read 100 community-based sight vocabulary words with at least 85 percent accuracy.
3. By 1/02, Maria will read 100 community-based sight vocabulary words with 100 percent accuracy.

Goal #2: Maria will participate in her high school booster club activities.
Benchmarks:
1. Maria will keep a calendar of booster club meetings and events with 100 percent accuracy.
2. Maria will attend at least 80 percent of the booster club meetings and events.
3. Maria will learn the "yells" used at the games with the help of her speech/language teacher and peer mentor.

Goal #3: Maria will demonstrate the ability to shop in a grocery store.
Benchmarks:
1. By 5/01, Maria will use a computer template to make a grocery list of three items selected from newspaper ads.
2. By 10/01, Maria will use the "dollar over method" to estimate the amount of money she will need for the items on her list.
3. By 1/02, Maria will find the items on her grocery list in the store and purchase them independently.

Goal #4: Maria will have a variety of on-campus work experiences.
Benchmark:
1. By 1/02, Maria will have participated in a minimum of three different on-campus work experiences.

John's Transition Planning Profile 1/01

Vision

- Go to college
- Work in the art field
- Live independently
- Play sports

Career Interests

- Own my own art or music business
- Computer graphics

Strengths

- I have strong reading and math skills.
- I am good at working with my hands.
- I am creative in music and art.
- I can be meticulous.
- I have computer skills.
- I like to figure things out.

Present Levels of Performance

I score in the above average range of intelligence (WISCIII, 9/99). My strengths are in visual memory, organization, and problem solving. My learning disabilities are in written language and attention. I am not sure what accommodations to use. I earned Bs and Cs in ninth grade. My grades have been lower this semester.

- **Work Experience**: I frequently help out at my uncle's video store. My uncle tells me that I am very good with customers. I would like to work part-time in an art studio.
- **Recreation and Leisure**: I play on a community baseball team. I enjoy going camping with my family.
- **Home/Independent Living**: I am independent at home. I do daily chores.
- **Community Participation**: I get around the community on my bike. I want to get a driver's license next year.
- **Postsecondary Training and Learning**: I plan on going to community college and later transferring to an art school.
- **Related Services**: I had speech/language services until the sixth grade. I may need help getting a job.

Transition Services Needs

- I need instruction on study and organizational strategies to be successful in my general education classes.
- I need instruction on self-advocacy to explain my disability and needed accommodations to teachers and employers.
- I need career exploration activities to help me determine career options in my interest areas of art and music.
- I need to take college preparation classes.

Needed Transition Services

- **Instruction**: I need to enroll in a study skills class and tutoring program for writing.
- **Community**: I need to explore joining a teen support group for learning disabilities.
- **Employment**: I need to participate in work experience offered at my high school.

John's Goals and Benchmarks

Goal #1: I will articulate, when asked by my general education teachers, accommodations for my writing disability and attention deficit disorder.

Benchmarks:

1. I will discuss, in a small group, my learning disabilities and the accommodations I need.
2. I will list my own needed accommodations when requested by my resource teacher.
3. I will discuss my disability and accommodations that work for me at my IEP meeting and with my teachers.

Goal #2: I will apply selected learning strategies related to written communication in my classes.

Benchmarks:

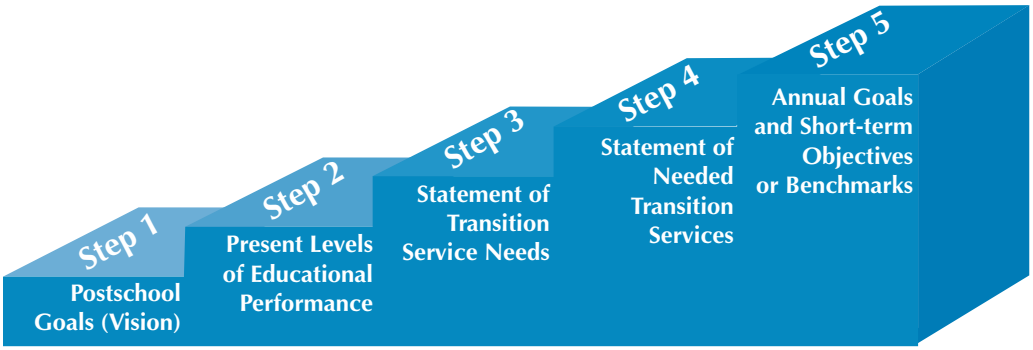
1. I will try out several computer-based outlining programs and select one that I would like to use for my written assignments.
2. I will demonstrate competence in using the program in my resource class as rated by my resource teacher on two written assignments.
3. I will use the writing strategy in my regular classes, and I will maintain a C or better in all classes.

Goal #3: I will explore my career interest areas of graphic arts and music.

Benchmarks:

1. I will use the career center to research careers in my interest area of graphic arts and music and present an oral and written report in my resource class.
2. I will job shadow two people working in a career in my interest areas.
3. I will visit the graphic design class offered through ROP and the community college.

The IEP/Transition Planning Meeting



Adapted from: Storms, O'Leary and Williams.
Transition Requirements: A Guide for States, Districts, Schools, Universities, and Families.

If the student's postschool goal is the starting point for transition planning and the five transition planning steps are implemented as described above, the actual IEP meeting will focus on the student's transition goals. The IEP will become a coordinated planning document where transition planning drives the other required IEP components. All IEP/transition planning meetings should involve the active participation of all team members, especially the student and family. Some ways to facilitate the active participation of these important members of the team are described below.

THE STUDENT can do the following before the IEP meeting:

- *Learn about your learning styles and interests and explore options available to you.*
- *Create a Transition Portfolio with:*
  - *Test or assessment results*
  - *Employment history*
  - *Letters of reference*
  - *Employer evaluations*
  - *Personal information*
- *Understand what is supposed to happen during the IEP meeting and ask your teacher to explain the process if you are unsure.*
- *Brainstorm with others about who you should invite to the meeting and invite people to the meeting who know, value, and support you.*
- *Learn to lead the meeting.*
- *Write out questions that you may want to ask during your meeting. Have someone help you write the questions, if necessary.*

During the IEP meeting:

- *Discuss what you have learned about yourself (interests, learning styles).*
- *Discuss what you have learned in career exploration.*
- *Use your transition portfolio and notes as a reference.*
- *Speak clearly about your thoughts, feelings, and dreams for the future.*
- *Be open to the suggestions and ideas of others, but make sure the transition activities help you reach your goals and dreams for the future.*
- *Always ask questions about things you do not understand.*

After the IEP meeting:

- *Continue to talk with teachers, counselors, family, and community agencies about your transition plan.*
- *Do what you agreed to do as best you can.*
- *Check in regularly with the people who agreed to help you.*
- *Ask your teacher for help if you have difficulty making contact with the people who agreed to help you.*
- *Make sure that the activities of your IEP take place.*
- *Modify your plan as you mature or if your career interests change.*
- *Don't be afraid to take risks!*

Another important way you can actively participate in the IEP/transition planning process is to learn how to advocate for yourself when problems occur. However, be sure to ask your family and teachers for help when necessary.

THE FAMILY can do the following:

Before the IEP meeting:

- *Work with educators to set meeting dates at a mutually convenient time.*
- *Help develop the agenda.*
- *Invite friends, family members, or community members for additional support.*
- *Write out a vision statement for your son or daughter, if needed.*
- *Be prepared to talk about your son's or daughter's strengths and needs.*
- *Share information about your son's or daughter's participation in the home and community.*
- *Actively participate in the meeting by asking and answering questions.*
- *Assist your son or daughter to be actively involved in the IEP meeting.*

- *Have your son or daughter rehearse with you an information presentation that clearly states his or her dreams, goals, preferences, and interests.*
- *Praise your son's or daughter's ability to express opinions, goals, and needs.*
- *Encourage your son or daughter to take responsibility for following through with activities.*
- *Regularly take the time to help your son or daughter evaluate how the activities are helping to meet his or her goals.*

During the IEP meeting:

- *Request that transition issues be discussed first.*
- *Make sure transition team members talk directly to your son or daughter, not about him or her.*
- *Keep the meeting focused on your son's or daughter's future goals.*
- *Model for your son or daughter effective communication, courtesy, and cooperation.*
- *Make sure the following areas are addressed at the meeting:*
  - *Present levels of educational and vocational performance*
  - *Instructional objectives to achieve postschool goals*
  - *Related services needed to accomplish objectives*
  - *Postsecondary education and training objectives*
  - *Employment objectives*
  - *Community experiences*
  - *Daily living skills and a functional evaluation, if appropriate*
  - *Designation of persons and agencies responsible for implementing and/or paying for the stated transition activities and services*

After the IEP meeting:

- *Follow up on transition activities, services, and supports you agreed to provide.*
- *Check with your son or daughter to determine if he or she is receiving the agreed upon transition services.*
- *Periodically check with your son or daughter to determine if the plan still reflects his or her desired goals and dreams for the future or if these have changed in any way.*
- *Communicate with your child's teachers regularly.*
- *Network with other parents to learn about possible additional transition supports and resources to consider.*

Although many people contribute to the IEP process, it is important that one person take primary responsibility for coordinating and monitoring the IEP and its transition activities. This is the best way to assure that the student's IEP is accomplished.

THE TEACHER can do the following:

Before the meeting:

- *Review student information*
- *Understand and be sensitive to the customs, traditions, and values of family and community members who come from culturally and linguistically diverse backgrounds.*
- *Consult with colleagues, students, families, and community members to identify ways to implement culturally and linguistically sensitive transition planning procedures.*

A common concern that educators have about students' dreams and goals is, "Students are not realistic!" The following suggestions are offered to teachers to help students identify attainable transition goals that reflect their current levels of performance:

- *Regularly confer with students and their families to help them make a connection between their unique talents, capabilities, and future careers.*
- *Provide students with experiences that show how their classes relate to and prepare them for possible careers.*
- *Provide students with opportunities to discover what they can do, cannot do, or could possibly do with needed supports. Schools and families should provide multiple opportunities for students to explore careers and life experiences based on their expressed interests at home, school, and in the community.*
- *Provide opportunities for students to share their dreams with family, peers, and supportive teachers before the IEP meeting. Conversations of this type will help students develop new ideas and options about what they can do now in order to achieve their desired goals and dreams for the future.*
- *Encourage students to have more than one career goal.*

During the IEP meeting:

- *Refer to the student's postschool dreams, goals, interests, and preferences and discuss the steps necessary for the student to achieve these transition outcomes.*
- *Review the student's present levels of educational and vocational performance to help design annual goals.*
- *Develop with the team short-term objectives or benchmarks that support the annual goals.*
- *Make a list of possible activities for instruction, community, and employment experiences that support the student's goals, interests, and preferences.*
- *Have a student select the activities that will support and lead to achieving his or her annual goals.*
- *Check with the student and his or her family to make sure the identified dreams, goals, interests, and preferences have been accurately written into the IEP.*

After the IEP meeting:

- *Implement areas of the IEP for which you are responsible.*
- *Collaborate with other teachers, service providers, agencies, and the family when implementing the IEP.*
- *Provide ongoing evaluation of the student's progress in achieving IEP goals, objectives, and benchmarks.*
- *Conduct continuing conversations with the student about his or her career explorations and experiences and how these relate to postschool goals and adult living objectives.*
- *Continue to develop community and agency linkages.*

For example, a 14-year-old middle school student who wants to be a paramedic should interview such an individual to learn about the career. If the career is what they envisioned, learn about required high school coursework for this career. The student can then see the importance of enrolling in science and health classes in high school and will develop an IEP goal for taking a science and health general education class next year along with volunteering at the local hospital. The experience of taking a science class and volunteering at the hospital will provide the student and family with information related to developing the necessary next steps in the student's IEP and to making appropriate educational decisions in the future.

Section 2

Student Development

Student development for adult living includes school-based and work-based learning. Development of academic, social, and employability competencies offer greatest postschool success. School-based learning includes access to the core curriculum with appropriate accommodations or a functional life skills curriculum with appropriate modifications. Work-based learning integrates rigorous academic standards into real-life work situations. Self-awareness, self-determination, and self-advocacy offer the greatest promise for postschool success and can be taught in both school-based and work-based settings.

California Transition Core Message

School-Based Learning That Supports Student Development in Transition

Transition research has demonstrated a clear relationship between school-based learning experiences/programs and positive postschool outcomes for students, including students with disabilities. For this reason, we have seen an increased emphasis in the past two decades in federal legislation, funding, and model demonstration projects designed to promote the preparation of students with disabilities for successful adult living. In addition to IDEA, other national and state educational efforts such as School-to-Career, the New American High School, and Partnership Academies reinforce the importance of incorporating instruction on self-awareness, career awareness, and career exploration into secondary programs for all students. Promising practices in both general education and special education incorporate instruction to help students learn about themselves, identify career interests, and develop work and independent living skills.

Student development activities designed to promote successful transition from school to a quality adult life is the focus of the information presented in this section. We begin with a brief discussion of how to integrate career preparation and transition programming with standards-based instruction. School reform efforts do not have to conflict with preparation for adult life for students with disabilities. Following are examples of how these two important student

development initiatives can coexist in the public schools today, along with an extensive list of cross grade level examples of school-based learning activities and programming that support transition. This discussion is followed by a presentation of work-based learning activities and programming across grade levels that support career exploration and work experience training for students with disabilities.

A number of specific examples of work-based learning activities that support transition for middle school and high school students with disabilities are discussed below.

Integrating Career Preparation, Transition, and Standards-Based Instruction

School-based reform efforts in the past several years have focused heavily on the development of subject matter curriculum guidelines and grade level standards in an effort to increase accountability in the public schools. California has grade level standards for English Language Arts (ELA), mathematics, history, and science at the high school level. The High School Exit Exam is based on the standards for ELA and mathematics, forming a complete system of instruction and accountability.

Research has underscored the importance of paid work experience during the school years for students with disabilities and the relationship of this student development variable to successful postschool employment outcomes.

How Can Teachers Integrate Academic Subject Standards into School-Based Learning Experiences?

Activity	IDEA Transition	SCANS	California Standards Language Arts	NCDG
Goals for Your Future	Instruction Post-living Activities Community Experience Development of Employment	*Basic Skills:* Reading Writing Listening Speaking *Thinking Skills:* Creative Thinking *Personal Qualities:* Responsibility Sociability Self-esteem Self-management	*Reading:* 2.0 Comprehension 2.1, 2.3, 2.4 2.5, 2.6, 2.7 *Writing:* 1.0 *Writing Strategies* 1.2, 1.3, 1.4, 1.5 2.0, 2.1a & b, 2.2d 2.3b & f, 2.5 *Grammar & Mechanics* 1.2, 1.3 *Listening & Speaking* 1.0, 1.1, 1.5, 1.7 *Speaking Applications* 2.2, 2.3, 2.4, 2.5	*Competency I* Understand influence of positive self-concept *Competency II* Skills to Interact with Others Positively *Competency III* Know Impact of Growth and Development *Competency IV* Know Relationship Between Education and Career Planning *Competency V* Need for Positive Attitudes Towards Work and Learning *Competency VI* Skills to Locate, Evaluate and Interpret Career Information

From: Transition Portfolio, Diagnostic Center, North

The figure above is an example of how self-awareness transition competencies can be integrated into a special education, English Language Arts, or homeroom class. The figure shows the alignment of transition activities, ELA Standards, Secretary's Commission on Achieving Necessary Skills (SCANS), and National Career Development Guidelines. SCANS competencies and California Standards in Language Arts can be incorporated into the IEP by writing goals, objectives, and benchmarks that include reading, writing, listening, and thinking activities aimed at helping a student with a disability explore future goals. *Examples: the student will read a biography of a person that is interesting to him or her and complete writing activities, class discussions, and critical thinking activities about the person's historical past and relationship to future goals; the student will complete similar activities requiring reflection about his or her own goals for the future.*

It is strongly recommended that transition activities for students with disabilities be closely aligned with California curriculum standards, SCANS competencies, and other national workforce guidelines.

See Appendix H.

Examples of School-Based Learning Activities and Programs

A challenge faced by special education personnel is how to design school-based learning activities and programming to help students with disabilities develop competency toward achieving successful transition to postschool life. In this section, we present a number of specific examples on how to do this effectively. An extensive chart on grade level transition competencies for grades seven through twelve is in Appendix B. The chart is based on the National Career Development Guidelines, Competencies, and Indicators that provide a blueprint for grade level expectations.

Integrating Transition Activities Into the Curriculum

- *Make frequent connections between school and work.*
- *Offer career and transition activities one day a week as part of the language arts curricula, correlated to transition language in the IEP, SCANS, ELA Standards, and the National Career Development Guidelines.*
- *Offer an elective class focusing on career or transition planning.*
- *Teach transition planning components to all students in homerooms.*
- *Use block scheduling, split scheduling, and extended day/year to provide release time for students to participate in transition planning activities.*
- *Form a school club focusing on self-awareness and goal setting.*
- *Use service learning activities.*
- *Incorporate transition planning activities into general education classes such as family and consumer science or math.*
- *Have students hold individual meetings with a transition planning "advisor."*
- *Offer a career or transition planning class after school or evenings co-sponsored with a middle school, high school, community college, or post-secondary options.*
- *Visit area businesses, industries, and community agencies.*
- *Attend career fairs, college fairs, and make visits to career centers.*
- *Offer vocational education courses or apprenticeships.*
- *Offer mentors who focus on transition planning with students.*
- *Suggest family-directed home activities that correspond to the curriculum or career exploration.*

Grade-Level, School-Based Learning

Grades Seven and Eight

- *Teach and reinforce strategies to improve study habits, learning strategies, time management, and general organizational skills.*
- *Teach students self-advocacy skills.*
- *Teach students how to select courses that will allow them to explore career interests and skills.*
- *Teach the use of academic and community access accommodations.*
- *Teach students how to select high school courses, activities, and services that support their dreams and goals for the future.*
- *Teach students how to get involved in community organizations and extracurricular activities.*
- *Teach students how to volunteer and participate in service learning opportunities.*
- *Teach students how to develop a transition portfolio that contains important information about their interests, preferences, strengths, and abilities.*

Grades Nine and Ten

- *Teach students how to explain the exact nature of their disabilities.*
- *Teach students their legal rights under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act — especially as related to their legal right to be provided with reasonable accommodations.*
- *Teach students how to use effective learning strategies.*
- *Teach students to request appropriate accommodations in school, home, community, and work environments.*
- *Teach students how to develop the steps to attain their future goals in all transition areas.*
- *Teach general educators how to adapt and modify curriculum and performance measures to meet a student's unique needs.*
- *Continue to encourage involvement in community organizations, extracurricular activities and volunteer and community service activities.*
- *Continue ongoing assistance to students in selecting courses that allow them to refine their career and skills interests.*
- *Continue to assist students in collecting transition resources and organizing and using their personal transition files.*

Grades Eleven and Twelve

- *Continue to assist students collect information about options for postsecondary education.*
- *Teach students how to explore services offered for students with disabilities in postsecondary institutions they are considering.*
- *Continue assisting students develop and refine future goals in all transition areas.*
- *Teach students how to take charge of their own transition-focused IEP meetings.*
- *Teach students and families how to apply for postschool transition support services (Department of Rehabilitation, Social Services, Health Services, Social Security, etc.).*
- *Continue to discuss with students and families the student's status toward graduation credits and courses that lead to their postschool goal.*
- *Continue to encourage student involvement in community organizations, extracurricular activities, and volunteer and community service activities.*
- *Continue to teach self-advocacy skills.*

Work-Based Learning That Supports Student Development in Transition

Career awareness and exploration, paid work experience, structured training, and mentoring at job sites are all examples of work-based learning activities that support student development in transition. An excellent example of integrated school-based and work-based learning in California is the WorkAbility I Program, which provides students with disabilities training in self-awareness and self-advocacy, career exploration opportunities — beginning at the middle school level, employment preparation, and paid work experience in high school. (See Section 5 for a complete description of WorkAbility I.)

General education initiatives such as School-to-Career, and other programs funded by Carl D. Perkins Act, such as Partnership Academies, also recognize the benefits of incorporating work experience within school academic programs, especially for students identified as being at-risk for school failure or dropping out.

Essential Elements of Work-Based Learning:

- *Work experience includes school-based academic integration*
- *Relevancy to the student's career major or postschool goal or interests*
- *Workplace mentoring or coaching by an individual who:*
  - ★ *Has a commitment and passion for the skill, trade, or profession*
  - ★ *Has attained mastery of the competencies required and the ability to teach them*
  - ★ *Provides ongoing instruction and evaluation of student performance*
  - ★ *Has appropriate expectations for adolescents and young adults*
  - ★ *Supports learning through mistakes as well as successes.*
  - ★ *Motivates students by example and encouragement*
  - ★ *Works in consultation with classroom teachers, employers and family*
  - ★ *Has information and experience in all aspects of the industry or profession*

What does work look like for students with severe cognitive challenges?

Here is an example of work that is designed to fit an individual student with severe cognitive challenges:

Sonia is a young woman who is blind, deaf, and has severe cognitive challenges. She works two hours a day at a restaurant folding silverware in napkins. Sonia loves her job and her coworkers appreciate her contribution.

- *All students need to be prepared to do meaningful work as adults.*
- *Work may be paid or volunteer, full or part-time, multi-task or single task.*
- *Students with severe cognitive challenges need agency and natural supports in work environments.*
- *Students need to have a variety of work experiences as part of their secondary program.*
- *Students should build a portfolio of tasks that they enjoy and can accomplish with a high degree of independence at home and school.*
- *Families and adult service providers can use the portfolio information to develop appropriate jobs and sites.*

Considerations for Planning Work-Based Learning

Individuals involved in planning and providing work experiences for students should consider the following:

- *What are the student's interests, preferences, and postschool goals?*
- *How are school and work-based learning integrated?*
- *What continuum of education and work experiences can help the student reach their goal?*
- *Does the student's family support participation in work-based learning?*
- *Does the student have economic pressures requiring employment that may lead to leaving school? Will work-based learning help the student stay in school?*
- *What skills will the student learn that will support future employment goals?*
- *What accommodations and supports in the workplace are needed for student success?*
- *Are those accommodations and supports available?*
- *What natural supports exist or can be facilitated in the workplace?*
- *What other supports and services are necessary to facilitate the experience such as: health screening, fingerprints, transportation, flexible scheduling, required uniforms, tools, or equipment requirements?*
- *Is the student involved in the full range of employee activities at the work site, including opportunities for social interaction with appropriate role models?*

Grade-Level, Work-Based Learning

Work experience can be incorporated into a student's program in many different ways. Some examples for middle school and high school follow:

Career Exploration in Middle School That Leads to Work-Based Learning:

- *Exploration of jobs in and around school to see what a student might enjoy including observation, interviews, and job shadowing of various school employees*
- *Classroom simulations of job interviews and role-play of interactions with employers and co-workers, resolution of on-the-job problems, and requests for needed accommodations at the work site*
- *School-based projects and enterprises such as student-run businesses*
- *Guest speakers in various career areas or high school students who are participating in work experience*
- *Tours of businesses and industries*
- *Community service projects*
- *Career fairs*
- *Career research projects*

Work-Based Learning in High School:

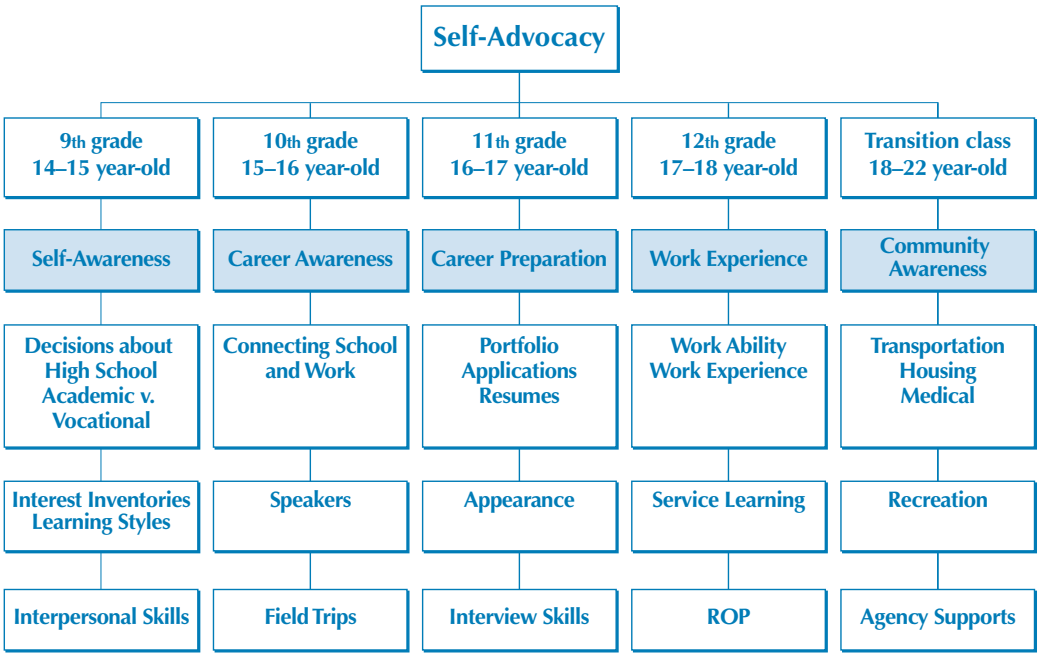
- *Student internships for first-hand information about specific occupations or industries*
- *Community on-the-job training such as the Regional Occupation Program (ROP)*
- *Youth apprenticeship programs combining school and work experience in a specific occupational field, that are designed to lead directly into a postsecondary program or entry level job (e.g., the 2+2, Tech Prep, or WorkAbility programs)*
- *Paid part-time employment*
- *High school credit earned for paid or unpaid work experience*
- *Community-based instruction (CBI) in employment settings*
- *Exploratory work experience — short term situational tryouts — used for assessment*

Student Development: Putting It All Together

What is an appropriate scope and sequence for transition instruction and activities?

Although the concepts and skills presented below will overlap, the following presents a sequence of instruction and activities designed to provide students with a *coordinated set of activities that will promote the successful movement from school to adult living*. The over-arching concept and skill is **Self-Determination or Self-Advocacy**: knowledge about the student's specific disability, the accommodations needed to be successful, and the laws and rights that protect individuals with disabilities.

- **FIRST**, provide students with a strong sense of **Self-Awareness**: knowledge about the student's learning and personality styles, their interests and aptitudes, and the skills to know how to update and expand information about themselves. With a strong knowledge of their interests and skills, students will be able to conduct focused career exploration and make reasoned choices about their future.
- **SECOND**, provide students with opportunities to gain **Career Awareness**: knowledge about the relationship and connection between school and work and the many career options available in the world of work.
- **THIRD**, with an understanding of who they are, what they like, and what is available in the world of work, students can begin **Career Preparation**: knowledge about the behaviors and skills needed to be successful in work. Students can then begin collecting the documentation needed for college or work.
- **FOURTH**, students need opportunities to "try out" working in a variety of **Work Experiences**: knowledge about workplace expectations, what different careers are like, and an opportunity to see if the career "fits" them.
- **FINALLY**, for students who remain in high school or Transition class until their 22nd birthday, the emphasis should be **Community Awareness and Access**: knowledge and skills to live, work, and play in the community as independently as possible.



Developed by Diana Blackmon, Ed.D. (2003)

NOTES

Section 3

Interagency and Interdisciplinary Collaboration

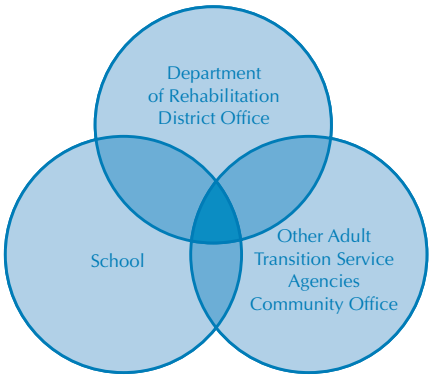
Interdisciplinary and Interagency Collaboration in transition planning involves multiple levels: family, school, district, community, region, and state. It requires planning at both the individual and community levels. Interagency collaboration involves programs, systems and service delivery, which reflect all stakeholders involved.

California Transition Core Message

The transition of students with disabilities from school to adult life is a complex process involving multiple personnel, agencies, programs, and services. IDEA '97 strongly encourages interagency and interdisciplinary collaboration between schools and community transition service agencies in the design and delivery of transition services to students.

Why is Interagency Collaboration Important?

1. *In most cases, a single agency cannot provide all the necessary transition services. Therefore, it is imperative for agencies to work together.*
2. *When students are utilizing several agencies, transition can become complicated.*
3. *Decisions must be made concerning:*
    a. *Who will provide what?*
    b. *When will it be provided?*
    c. *How will it be provided?*
    d. *Who will pay for services?*
4. *Currently there is no mandate for adult service agencies to provide transition services, so planning and coordination between agencies must start early.*
5. *Collaboration can reduce duplication of procedures and services to ensure "one comprehensive plan" for the student's future.*
6. *Effective interagency collaboration can make certain the MOST appropriate services are identified and accessed.*
7. *Interagency collaboration can increase a student's ability to achieve dreams and goals.*



Levels of Collaboration

This model illustrates the ideal interagency collaboration necessary to provide transition services to the student during the last two years of school. This promotes a smooth passage from school to career for both the student and agencies.

1. *Individual student transition teams assist students and their families by identifying, linking, and ensuring relevant education programs and other services and supports as youths prepare for adult life.*
2. *Local-level interagency teams address procedural and practice issues that impact on services for youths and adults with disabilities.*
3. *State-level interagency task forces address policy issues across and within agencies that serve youth and adults with disabilities.*

The following three charts illustrate the variety of services that are needed by many students in their preparation for adult life. Each agency, program, or service has its own eligibility criteria and procedures. Collaboration and interagency teams can provide guidance for the most effective systems to promote the best outcomes for students.

Resources Interagency / Community-Based	Education	Occupational / Technical Skills	Career Guidance / Research	Transition Assistance / Case Management	Employment Services	Financial Assistance	Counseling Services	Drug and Alcohol Counseling	Health / Medical Benefits	Supported Employment, Living Services	Community Access	Recreation
Apprenticeship	X	X	X			X						
Trade School	X	X	X		X	X						
Community College	X	X	X	X	X	X	X					
University System	X	X	X	X		X	X					
Parks and Recreation												X
Community Events												X
Community Ed	X											X
YMCA												X
Public Transportation											X	
EDD				X								
One Stop Career Ctr		X	X	X	X							
WIA	X	X	X	X	X	X	X	X		X		
Private Employment										X		
Employers				X					X	X		

Interagency/Community-Based Matrix

School-Based Matrix

Resources School-Based / Interdisciplinary	Education	Occupational / Technical Skills	Career Guidance / Research	Transition Assistance / Case Management	Employment Services	Financial Assistance	Counseling Services	Drug and Alcohol Counseling	Health / Medical Benefits	Supported Employment, Living Services	Community Access	Recreation
General Education	X	X	X				X	*				
Special Education	X		X	X			X				X	X
Transition Services			X	X	X	X	X				X	X
Vocational Classes	X	X										
ROP	X	X	X		X							
WorkAbility	X	X	X	X	X		X				X	X
Tech Prep / Pathways	X	X	X				X					

State Interagencies	Education	Occupational / Technical Skills	Career Guidance / Research	Transition Assistance / Case Management	Employment Services	Financial Assistance	Counseling Services	Drug and Alcohol Counseling	Health / Medical Benefits	Supported Employment, Living Services	Community Access	Recreation
Dept. of Rehabilitation	X	X	X	X	X	X	X	X		X		
DDS: Regional Ctr.				X						X	X	X
Social Security						X			X			
Mental Health							X	X				
Social Services (CalWorks)	X	X	X	X	X	X	X	X				

State Matrix

How Do Agencies Support the IEP Team in the Transition Process?

Agency partnerships allow students with disabilities the best chance for an organized, coordinated support system after graduation by:

- *Offering additional resources for learning employability and independent living skills*
- *Teaching methods to access local business and industry resources*
- *Promoting greater awareness of additional community services*
- *Informing clients of funding sources*
- *Providing specialized expertise*
- *Apprising the team of any future service options*

Role of Agencies in the Transition Process

- *Develop procedures, define roles, and coordinate services between the school and agencies.*
- *Negotiate service and support between members of the transition team.*
- *Communicate pertinent service needs to the transition team including the current plan:*
  - *What services are currently being provided to the student?*
  - *How are current services assisting the fulfillment of the student's ongoing educational goals?*

Barriers to Effective Agency Partnerships

- *Lack of shared vision: all team members do not have the same student outcomes in mind*
- *Resistance to change*
- *Lack of training: collaborating partners need to be taught teamwork techniques*
- *Failure to develop personal, trusting, and respectful relationships among partners*
- *Professional rivalries, such as turfism, pessimism, gatekeeping, or historical baggage*
- *The Lone Ranger syndrome: partners need to let go of the "What is in it for me?" attitude*
- *Unclear roles and responsibilities*
- *Theoretical differences among agency partners: actual policy and practice impedes partnership*

Agency Differences

Public Schools	Adult Service Agencies
• All eligible individuals that are identified as having a disability MUST be served.	• A disability does NOT GUARANTEE services. Agencies may select who they serve.
• Waiting lists are NOT allowed.	• Waiting lists MAY exist and may be quite lengthy.
• A BROAD eligibility criteria exist.	• NARROW eligibility criteria exists.
• Comprehensive set of services DESIGNED around the needs of the individual.	• There is a LIMITED range of available services.
• There is ONE provider (school system).	• MULTIPLE providers may deliver services.

Overcoming the Barriers: Suggestions for Secondary Schools Working with Agency Professionals

1. *Develop current agency resource guide.*
2. *Periodically invite agency representatives into the classroom to discuss their services with students. Understand that not every student will need to be linked to an agency for assistance.*
3. *Best practice includes regular meetings between school and agency personnel to:*
   - *Review student files to pre-plan for IEP/transition team meetings.*
   - *Discuss possible future referrals.*
   - *Network and share professional support.*
4. *Give advance notice of any meeting where agency attendance is requested.*
5. *Set procedures to reconvene and identify alternative ways to meet the student's needs when an agency does not attend the IEP meeting and/or provide necessary transition services.*
6. *Make plans to form an interagency transition team to address barriers to establishing partnerships.*

Suggestions for Families Working with Agency Professionals

- Become familiar with eligibility requirements, procedures, and services of the agency.
- Be persistent.
- Make sure you are communicating with the correct agency representative.
- Be persistent.
- Plan to develop a positive relationship with an agency representative.
- Be persistent.
- Be assertive: not argumentative or aggressive.
- Be persistent.

Forming Interagency Teams and Agreements

As illustrated in the previous section, transition is complex and requires cooperation and coordination among a variety of agencies outside of the school walls. Teams will make transition more effective for students and ultimately lessen the load of the classroom teacher and other support personnel.

Special education personnel at the district level (e.g., directors of special education, program specialists, etc.) are encouraged to identify and meet with representatives from local community transition service agencies to discuss the formation of an interagency transition team. The following information should be shared and discussed:

- *Services provided by each agency*
- *Eligibility criteria*
- *Representative contact information*
- *Models of interagency collaboration*
- *Adoption of a preferred interagency model*
- *Drafting and adoption of an interagency agreement*

Ten Cs OF Effective Interagency Teams

1. Communication
2. Consensus
3. Cooperation
4. Collaboration
5. Confronting problems
6. Compromise
7. Coordination
8. Consistency
9. Caring
10. Commitment

Key Factors For Successful Interagency Teaming:

- *Mutual respect, understanding, and trust*
- *Appropriate cross-section of members*
- *Open and frequent communication*
- *Sufficient funds*
- *Skilled facilitator*
- *Members share a stake in both the process and outcomes.*
- *Multiple layers of decision-making*
- *History of collaboration or cooperation in the community*
- *Members see collaboration as in their own self-interest.*

There Will Be Differences — How to Deal With Them

An interagency team will encounter differences that can be cultural, political, and/or values-based. A successful team is one composed of members with differences who are working toward a common goal. Here are some ways to deal with differing points of view and values.

- *See differences as a source of strength and richness.*
- *Create a mission or vision statement that all can support.*
- *Focus on students. "Who's the system for?"*
- *Use plain English.*
- *Focus on the similarities among members.*
- *Use meeting and decision-making techniques that allow for and celebrate diversity.*
- *Use team-building techniques.*
- *Strive for balance.*

Who Should Be on the Interagency Team?

At the local level, agencies most often involved with persons with disabilities are needed on the interagency team. Government and community-based agencies should be at the table along with educators and students with disabilities and their families. Here is a suggested list of representatives:

School district: general education and special education

Community college

University

Social Security

Department of Developmental Services/Regional Center

Mental Health Services

Places of worship

Department of Rehabilitation

Employment Development Department /One Stop

School to Career

Family / student

Independent Living Center

Supported Living/Supported Work Community Agencies

Parent organization

Social Services

Probation

Building on Past and Present Interagency Teaming

In 1991, California received a five-year transition system change grant from the U.S. Department of Education. The purpose of the School to Work Interagency Transition Partnership (SWITP) project was to improve outcomes for youth with disabilities by changing the system serving them as they moved from school to work. The Partnership consisted of nine state agencies that serve youth with disabilities and a coalition of consumers and families. Interagency cooperation was increased through information dissemination, training, and the development of memorandums of understanding between agencies. There are interagency teams in different parts of California that meet regularly to improve cooperation and collaboration, thereby making the system easier to use, more efficient, and responsive in providing services to youth and their families. Persons interested in forming interagency teams and agreements at the local level are encouraged to look at the transition websites in Appendix G.

Section 4

Family Involvement

Family Involvement recognizes parents as equal IEP team members who provide the most relevant information about the student. Cultural, linguistic, and diverse student needs are understood and considered throughout the IEP transition planning process. Information is available to families regarding school, community, and agency options.

California Transition Core Message

Parents as Equal IEP Team Members

"IDEA '97 strengthens the role of parents in educational planning and decision-making conducted on behalf of their child. IDEA further emphasizes the strong preference that students with disabilities receive their education, to the maximum extent possible, with their non-disabled peers, with appropriate supplementary aids, services, adaptations, and supports." This requires additional support and advocacy on the part of parents, who can serve as strong advocates for their child to participate in as many general education classes and activities as possible (Storms, O'Leary and Williams, 2000).

Parents Can Accomplish These Important Objectives

Through the following:

- *Involvement in transition assessment*
- *Support of grade level transition activities*
- *Understanding the age of majority requirements*

Families Provide the Most Relevant Information

A major task of the IEP team is to obtain present levels of performance data on a student with a disability. Valuable information in this regard can be provided to the IEP team by families when their student reaches transition age of at least 14. Families can assess and support their student's transition needs by asking the following questions:

- *What opportunities has our son or daughter had to participate in non disabled, organized social groups?*
- *What types of social situations or activities does our son or daughter prefer?*
- *Does our son or daughter require any accommodations, specialized or compensatory equipment, devices or systems (e.g., augmentative communication) to participate in these social situations or activities?*
- *What about exploring career opportunities?*
- *What paid or non-paid work does our son or daughter enjoy and do well?*
- *What work related skills has he/she developed?*

How Can Parents Support Transition?

Grade Nine

- *Encourage as much independence as possible!*
- *Discuss interests: What they like to do.*
- *Discuss career plans, options, dreams, and goals with your child.*
- *Develop a systematic four-to-six-year plan of study.*
- *Review with your child the necessary requirements for high school graduation.*
- *Become aware of the career training opportunities in school and in the community.*
- *Understand education and training requirements in career areas of interest.*
- *Help your child become familiar with student organizations or clubs in school or in the community and encourage their participation.*
- *Stress the importance of staying in school and earning a diploma.*
- *Understand the difference between high school and the postsecondary world and the supports available at college or work.*

Grade Ten

- *Encourage as much independence as possible!*
- *Review your son's or daughter's academic performance and progress toward the four-to-six-year plan of study.*
- *Check on financial aid and scholarship opportunities.*
- *Encourage your son or daughter to attend career fairs or attend them with your son or daughter.*
- *Encourage your son or daughter to talk with people who work in positions related to careers of interest to your son or daughter.*
- *Assist your son or daughter to explore degree or vocational programs available at your local community college.*
- *Continue to stress the importance of staying in school, earning a diploma, and pursuing postschool options.*
- *Review the eleventh and twelfth grade plan of study with your son or daughter, including as many general education classes as appropriate.*

Grade Eleven

- *Encourage as much independence as possible!*
- *Help your son or daughter to check on college entrance exam dates and registration procedures.*
- *Review your son's or daughter's academic performance and progress toward the four-to-six-year plan of study.*
- *Assist your son or daughter identify entrance requirements of various postsecondary career training options in the community.*
- *Review graduation requirements and your son's or daughter's progress toward earning a diploma.*
- *Assist your son or daughter check on financial aid and scholarships.*
- *Review the twelfth grade plan of study for your son or daughter, including as many general education classes as appropriate.*
- *Help them learn about the salary and benefits in the career area of interest.*
- *Assist them to identify the education and training requirements for their area of interest.*
- *Encourage volunteer or service learning experiences.*
- *Encourage work experiences.*

Grade Twelve

By the twelfth grade your son or daughter should do as much as possible by themselves. Your son or daughter should:

- *Check due dates for financial aid and scholarships.*
- *Recheck graduation requirements and your son's or daughter's progress toward graduation.*
- *Complete and check applications to postsecondary education or career training options.*
- *Learn about available support services in college or career training options (e.g., Disabled Student Services).*
- *Learn about costs associated with postschool training and/or living arrangements.*
- *Learn about their disability-related needs that may impact postsecondary success, and develop a plan to address those needs.*

Transition Checklist

Parents can support their son or daughter in the following transition activities:

The following is a checklist of transition activities to consider when preparing an individual transition plan section of the IEP. The student's skills and interests will determine which items on the checklist are relevant. Use this checklist as a guide for developing transition activities that should be included in the IEP. It can help identify who should be part of the IEP team. Responsibility for carrying out the specific activities should be determined at the IEP meetings.

Four to Five Years Before Leaving the School District

- ❑ *Identify personal learning styles and the necessary accommodations to be a successful learner and worker.*
- ❑ *Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.*
- ❑ *Explore options for postsecondary education and admission criteria.*
- ❑ *Identify interests and options for future living arrangements, including supports.*
- ❑ *Learn to communicate your interests, preferences, and needs effectively.*
- ❑ *Be able to explain your disability and the accommodations you need.*
- ❑ *Learn and practice informed decision-making skills.*

- ❑ *Investigate assistive technology tools that can increase community involvement and employment opportunities.*
- ❑ *Broaden your experiences with community activities and expand your friendships.*
- ❑ *Pursue and use local transportation options outside of the family.*
- ❑ *Investigate money management and identify necessary skills.*
- ❑ *Acquire an identification card and the ability to communicate personal information.*
- ❑ *Identify and begin learning skills necessary for independent living.*
- ❑ *Learn and practice personal health care.*

Two to Three Years Before Leaving the School District

- ❑ *Identify community support services and programs (vocational rehabilitation, county services, centers for independent living, etc.).*
- ❑ *Invite adult service providers, peers, and others to the IEP meeting.*
- ❑ *Match career interests and skills with vocational course work and community work experiences.*
- ❑ *Gather more information on postsecondary programs and the support services offered and make arrangements for accommodations to take college entrance exams.*
- ❑ *Identify health care providers and become informed about sexuality and family planning issues.*
- ❑ *Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare).*
- ❑ *Learn and practice appropriate interpersonal communication and social skills for different settings (employment, school, recreation, etc.).*
- ❑ *Explore legal status with regards to decision-making prior to age of majority.*
- ❑ *Begin a resume and update it as needed.*
- ❑ *Practice independent living skills (e.g., budgeting, shopping, cooking, and housekeeping).*
- ❑ *Pursue and use local transportation options outside of the family.*
- ❑ *Learn about money management and identify necessary skills.*
- ❑ *Identify needed personal assistant services and, if appropriate, learn to direct and manage these services.*
- ❑ *Learn and understand the laws that impact postsecondary opportunities, and develop and practice self-advocacy skills.*
- ❑ *Participate in work experience.*

One Year Before Leaving the School District:

- ❑ *Apply for financial support programs (Supplemental Security Income, independent living services, vocational rehabilitation, and personal assistant services).*
- ❑ *Identify the postsecondary school you plan to attend and arrange for accommodations.*
- ❑ *Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at postsecondary and work environments.*
- ❑ *Specify desired job and obtain paid employment with supports as needed.*
- ❑ *Take responsibility for arriving on time to work, appointments, and social activities.*
- ❑ *Register to vote and if male, register for the selective service.*
- ❑ *Inform students of their rights one year before they reach the age of majority (18).*

(Parent Brief, Winter 1996, National Transition Network)

Home and School Working Together

Maria's and John's families support the IEP goals and objectives in the following ways:

***MARIA** and her family designed home and community experiences to support Maria's transition plan to adult life:*

- *Since Maria has learned about recycling at school, her first chore at home will be recycling the newspapers. Maria will pick up the papers in the living room each morning before school and put them in a box in the garage. Then she will put the newspapers in paper sacks on the evening before the recycling truck comes and put the sacks at the curb for pick up in the morning.*
- *She will help her mother fold the laundry.*
- *She will help set the table each evening for dinner. To start, Maria and her mother will work together until Maria can do it by herself.*
- *Maria's mother will make a chart with a picture for each chore and days of the week. Maria will check off each time she completes a chore.*
- *Chores will be added as routines are established.*
- *Maria will participate in community-based instruction at least three times a week.*
- *It was also decided that the family would talk to their regional center worker and their pastor to explore different community services for volunteer or work opportunities.*

***JOHN** and his family design his ongoing home and community experiences to support his transition plans to adult life.*

- *I babysit for my twin sisters.*
- *I cook meals for my family.*
- *I shop for groceries.*
- *I wash my own clothes.*

John's family supports and reinforces the self-advocacy skills he is learning in school — how to talk about his disability and the types of accommodations he needs.

- *John's parents provide a variety of hands-on tasks for John to do at home.*
- *John's aunt is helping him use the computer for writing homework assignments.*
- *John's parents are helping him take charge of his medications and consultations with his physician.*

His mother and father support his interest in the graphic arts and music. The family goes on outings to concerts and art exhibits.

- *John will job shadow local community artists at least twice during the semester.*
- *John will join a summer community arts program or volunteer through Parks and Recreation teaching/leading art classes to younger students.*

Ways Parents Support Their Students' Self-Determination and Advocacy Needs

Self-determination and self-advocacy skills will enable your daughter or son to participate fully and meaningfully in planning for her/his future.

How You Can Nurture Self-Determination and Self-Advocacy

- *Model self-advocacy.*
- *Teach decision-making skills and encourage opportunities to make decisions.*
- *Allow your daughter/son to "grow" (take risks, safe experiences) and try out new things.*
- *Recognize that all young people will make mistakes and change their minds before settling on a definite path.*
- *Learn how to assist or let your daughter/son advocate for herself or himself.*
- *Know when to "step-back" or when to "step-in" without taking over.*
- *Help your son or daughter feel good about himself/herself and to understand his/her challenges/disabilities.*
- *Emphasize what he or she can do. Celebrate accomplishments.*
- *Your own family's religious beliefs and cultural values provide opportunities for learning.*
- *REMEMBER self-determination doesn't just happen. It requires a great deal of preparation, practice, and partnership with schools and agencies.*

How to Use and Increase Your Skills at Advocacy

- *Develop skills to communicate clearly, assertively, and persistently.*
- *Learn how to ask for assistance and clarification when needed.*
- *Listen to what others have to say.*
- *Learn about how schools and other services can help your son or daughter.*
- *Tell the school and other agencies that you have the most relevant, useful information and knowledge about your son or daughter and that you would like to share it.*
- *Work with others to help your school and other services provide the best for all children.*
- *Serve on school or agency committees involved with our students.*

- *Become a member of advisory boards or councils dealing with young people's issues.*
- *Testify on educational and youth disability issues before school boards, city, county, and state legislative bodies.*

Educational Programs Are Guaranteed by IDEA

The Individuals with Disabilities Education Act '97 — IDEA (P.L. 105-17) — guarantees your daughter or son the right to a free and appropriate public education (FAPE). It is this law that requires transition services for youth with disabilities and outlines six important rights:

1. *A free and appropriate public education (FAPE)*
2. *Education in the least restrictive environment (LRE)*
3. *An individualized education program (IEP) prepared by a team which includes parents*
4. *The right to necessary related services in order for the student to benefit from special education*
5. *Fair and culturally appropriate assessment procedures*
6. *Due process and complaint procedures to ensure the student's rights are met*

Other Important Disability-Related Laws:

The Americans with Disabilities Act of 1990 (ADA)

The Rehabilitation Act of 1973, Section 504 (P.L. 93-112)

Lanterman Developmental Disabilities Services Act

Carl D. Perkins Vocational and Applied Technology Education Act of 1998 (P.L. 105-332)

School to Work Opportunities Act of 1994

Workforce Investment Act of 1998 (WIA) (P.L. 105-220)

Education and the Age of Majority

When students with disabilities reach the age of 18 (also known as Age of Majority), the legal rights regarding special education services moves from the parents to the student. Parents and students are notified one year before the student's 18th birthday that transfer of educational rights will occur. It is a good idea to begin early to help your son or daughter understand age of majority rights and responsibilities.

Help Your Son or Daughter to Understand Age of Majority Rights and Responsibilities.

Student Rights Upon Reaching the Age of Majority	***Student Responsibilities Upon Reaching the Age of Majority***
I have the right to know what my disability is and how it affects my ability to learn, live independently, and be part of a lifelong learning system.	*It is my responsibility to ask questions, request help, seek self-advocacy training, and peer support so that I can learn about my disability and advocate for my needs.*
I have the right to be provided information regarding assessment, services, and my Individualized Education Program (IEP) in a language and format that I understand.	*It is my responsibility to ask questions until I understand.*
I have the right to participate in my IEP meetings.	*It is my responsibility to attend all meetings and actively participate in planning for my adult life.*
I have the right to have individuals who understand my disability serve on my IEP team.	*It is my responsibility to invite people (i.e., friend, parent, grandparent, coach, teacher) I trust and who know me well.*
I have the right to accept or refuse services.	*It is my responsibility to understand that refusing services may affect my school/work program, and that I may not get these services back.*
I have the right to disagree with my IEP and to receive help in writing a complaint, requesting mediation, or a due process hearing.	*It is my responsibility to follow through and be cooperative with any process that I request.*

Adapted from and used with permission from the Minnesota Department of Children, Families, and Learning.

Age of Majority Options

If you believe your son or daughter is unable or incapable of making sound educational or independent living decisions, here are some options:

Guardianship:

- *In California, since 1981, Guardianship only applies to minors under the age of 18 and is mainly to provide protection for children and youth who have no parents.*

Conservatorship:

- *Conservatorship is a legal proceeding where an individual or agency is appointed by the court to be responsible for a person who needs assistance in the activities of daily living.*
- *Conservatorship applies to an adult over the age of 18-years old or older.*
- *A conservator **of the person** ensures the person is properly fed, clothed, and housed.*
- *A conservator **of the estate** is responsible for the person's money and other property.*
- *One person may serve as either the **conservator of the person**, the **conservator of the estate**, or both.*

Limited Conservatorship:

- *A **limited conservatorship** applies only to adults who are developmentally disabled and who are, or would be, clients of the California Regional Center.*
- *The court determines a **limited conservatorship**.*
- *This conservatorship is limited because the adults with developmental disabilities keep the power to care for themselves and manage their own money.*

For more information and assistance about **Conservatorship** contact:

Protection & Advocacy, Inc. (PAI) a private, nonprofit organization that protects the legal, civil, and service rights of Californians who have disabilities. Federal law requires that each state has a system for protecting the rights of people with disabilities. PAI is designated to be that system in California. PAI provides a variety of advocacy services for people with disabilities — including information and referral, technical assistance, and direct representation.

For information or assistance, call: TOLL FREE 1-800-776-5746.

Read about it online at:

http://www.pai-ca.org/pubs/500501.htm

Estate Planning and Trust Funds:

- *The type of estate plan you set up will depend upon your son or daughter's level of independence and the type and severity of his/her disability.*
- *If you expect that your son or daughter will receive Supplemental Security Income (SSI), subsidized housing, personal attendant care, Medicare, or other government benefits, it is important to create a special estate plan that will not jeopardize these benefits.*
- *You may want to seek the advice of a lawyer or other professional who understands disability law.*
- *Trust funds can be set up to help assure that your son or daughter will have financial stability in the future and is one way of setting aside money for them.*

See Appendix F for additional information about community services.

NOTES

Section 5

Program Structure and Attributes

Program Structure and Attributes include a range of curricular options and programs that are based on postschool goals. Schools are organized to provide academic rigor as well as real-life relevance through connections to the work place and community.
California Transition Core Message

Schools may approach the delivery of transition services, activities, and curriculum in a variety of ways, utilizing an array of strategies and resources. In this section, we review transition program structure and attributes that reflect best practices in transition and are reflective of model programs. This information is derived from Greene and Kochhar (in press) and includes (a) inclusive schools, classrooms, and employment; (b) functional, life skills curriculum, and community-based instruction; (c) social skills and personal skills development and training; (d) career/vocational assessment and education; and (e) business and industry linkages with schools.

Inclusive Schools, Classrooms, and Employment

The path to successful transition for students with disabilities begins with their participation on an inclusive school campus, preferably at their neighborhood school. Fortunately, segregated school sites for youth with disabilities are far less common today than in the past. Most special education professionals agree that the major shortcoming of segregated schools is the lack of "normal" role models available for students with disabilities, resulting in a lack of opportunity for the development of adequate and appropriate social skills as well as friendships with non-disabled peers. Inclusive classrooms, in addition to inclusive school sites, are an equally important education programming best practice that contributes to the successful transition of students with disabilities. Research has demonstrated a relationship between participation in inclusive classrooms and improved transition outcomes (Blackorby & Wagner, 1996) (Appendix H). Finally, placing students with disabilities into inclusive employment settings maximizes their employability skills, and provides opportunities to form friendships with co-workers, and to develop appropriate social skills in the workplace.

Functional, Life Skills Curriculum, and Community-Based Instruction

Traditional models of secondary education emphasizing academic skills alone have been shown to be inadequate for preparing most youth with disabilities for the demands of postschool life. Functional or life skills are those that are both academic and critical for functioning successfully in the community and in adult life. A functional curriculum emphasizes learning in areas such as personal-social skills, independent living, occupational skills, recreation and leisure, health and grooming, communication skills, and other skills and abilities that generalize to the community.

One of the most widely used is the Life-Centered Career Education (LCCE) Curriculum, developed and written by Don Brolin (1993) (Appendix H). This curriculum contains 22 major life skill competencies and 97 sub-competencies, organized into three major domains (daily living skills, personal-social skills, occupational guidance, and preparation).

In addition to use of a functional, life skills curriculum, it is important to take youth with disabilities out into the community to practice life skills and explore various community businesses, agencies, and resources in which they are likely to interact with adults. Trips to banks, grocery stores, restaurants, malls, department stores, and other businesses are recommended places where youth with disabilities can practice daily living and personal-social skills. Career exploration can be facilitated by having them involved in job shadowing and mentoring experiences in various occupational areas found in their local community.

Social and Personal Skills Development and Training

Lack of adequate social skills is a frequently cited problem affecting the successful transition of students with disabilities, particularly in employment settings. There is general agreement on the types of social skills that should be learned by students with disabilities during the transition years. Examples of social skills taken from the LCCE curriculum include:

1. *Developing respect for the rights and property of others*
2. *Recognizing authority and following instructions*
3. *Demonstrating appropriate behavior in public places*
4. *Knowing important character traits*
5. *Recognizing personal roles.*

In addition, the LCCE curriculum contains several social-interpersonal skill objectives, which include:

1. *Demonstrating listening and responding skills*
2. *Establishing and maintaining close personal relationships*
3. *Making and maintaining friendships*

Career/Vocational Assessment and Education

A consistent finding in career/vocational special needs literature is that enrollment in career education programs and paid work experience in high school leads to positive postschool employment outcomes for youth with disabilities. The following components are associated with quality programs:

- ***Prevocational Education.*** Prevocational education should begin in the middle school years and last into early high school. Vocational assessment, career exploration, vocational academic related instruction, employability skills, and independent living skills are typical components of effective prevocational education programs.

- ***Vocational Education.*** Vocational education placement occurs after the completion of prevocational education activities. Vocational assessment data is used to match the person's interests, aptitudes, and capabilities to available vocational programs. Important factors to consider when choosing vocational education programs for students with disabilities are required prerequisite knowledge and skills, opportunities for entry-level employment, and availability of support services.

- ***Work Experience.*** Work experience, preferably paid, allows students with disabilities to enhance and apply their knowledge and skills acquired in vocational education coursework. Special assistance in the form of job development, job placement, and job coaching may be necessary to facilitate work experience in the community for students with disabilities.

- ***Postsecondary Options.*** Postsecondary placements offer a variety of opportunities for students with disabilities to advance their career and vocational skills. Paid employment (both supported and competitive), postsecondary education and training programs, apprenticeships, and public and private career and vocational schools make up the range of options available when exiting the school system.

- ***Career Maintenance, Change, and Advancement.*** Periodic changes in employment over an individual's lifetime are common to all people in the workplace. For this reason, life-long career and vocational education planning is an important activity for all individuals, but particularly for those with disabilities. Initial long-range career planning should occur during the middle school years, be refined and updated during high school, and monitored and evaluated during the postsecondary years.

Business and Industry Linkages with Schools

Recent school reform efforts have strongly encouraged greater linkages between business and industry and schools. This can effectively be accomplished by (a) including employers on local school and district advisory committees; (b) developing an employer speakers' bureau; (c) having local businesses review school curricula and teaching strategies; (d) providing job shadowing, mentoring, and internship experiences for all students, including those with disabilities; and (e) promoting awareness of students with disabilities in local businesses.

Example of Programs in California Schools

WorkAbility I: A California Transition Program

Background Information

The California Department of Education completed a two-year study in 1981 which provided substantive information concerning the status of vocational programs for students with disabilities. Results of the study indicated that these students were not being adequately prepared for the labor market.

- *WorkAbility I was initiated in November 1981 as a pilot project to test the concept of work experience for youth with disabilities.*
- *WorkAbility I continues to successfully conduct interagency coordination of services which began with a September 1982 Employment Development Department, State Department of Rehabilitation, and California Department of Education non-financial interagency agreement.*
- *Through a designation as one of the ten best transition programs of its type in the United States, WorkAbility I has received national recognition of its success in matching young adults who have disabilities with employers who need workers.*

WorkAbility I Program Information

The WorkAbility I program provides comprehensive preemployment training, employment placement, and follow-up for high school students in special education, who are making the transition from school to work, independent living, and postsecondary education or training.

The WorkAbility I program is funded and administered by the California Department of Education, Special Education Division.

Current WorkAbility I Site Information

There are 280 Local Education Agency WorkAbility I program sites funded statewide. All fifty-eight California counties are served by a WorkAbility I program.

Why WorkAbility I Works

Program services are appropriate to individual student needs, abilities, and interests.

Local program sites successfully coordinate state and local service providers to offer comprehensive services tailored to local economic, social, and geographic needs and abilities.

WorkAbility I provides secondary students with an understanding of job seeking and job keeping skills. The employability of students improves through occupational class training and on-the-job subsidized or unsubsidized work experience.

Two year follow-along support services provided by local program staff greatly increase the potential for student employment success.

Student referral by WorkAbility I staff to postsecondary education/training, employment, and to adult service provider agencies increases the likelihood for continued social service agency support and student success as contributing adults in a community.

Coordination with Businesses and Corporations Statewide

Annually over 10,000 employers statewide have found WorkAbility I students to be well prepared for entry-level employment, reliable employees, and assets to their businesses. Consequently, employers and labor unions have built strong, long-term partnerships with local WorkAbility I staff.

Summary Information

For persons with disabilities, assumptions of low work potential have been discounted as soon as equal opportunity, proper training, and information about appropriate accommodations becomes available to them.

For employers, WorkAbility I provides workers who are job-ready and anxious to learn.

For society, employment for persons with disabilities through the WorkAbility I program allows them the opportunity to contribute to society by producing a product or providing a service, as well as by paying taxes instead of receiving long-term financial public assistance.

For more information, contact:

WorkAbility I & Transition Services
California Department of Education
Special Education Division
515 L Street, Suite 270, Sacramento, CA 95814

Phone: (916) 323-3309 FAX: (916) 327-3534

Robert Snowden at <bsnowden@cde.ca.gov>
J. Daniel Boomer at <dboomer@cde.ca.gov>
Alan Murphy at <amurphy@cde.ca.gov>
Nellie Amaro at <namaro@cde.ca.gov>

New American High Schools

The New American High Schools Initiative is focused on high schools that are committed to ensuring that all students meet challenging academic standards and are prepared for college and careers. High schools participating in the initiative are using new instructional techniques, utilizing technology, improving professional development, using community service and work-based experiences to enhance classroom learning. They are developing strong partnerships with employers, postsecondary institutions, community leaders, and parents to enhance these reform efforts.

Characteristics of an Effective High School

- All the core activities of the school concentrate on student learning and achievement.
- Staff development and planning emphasize student learning and achievement.
- Students learn about careers and college opportunities through real-life experiences.
- Strong partnerships are forged with middle schools and colleges.
- All students are expected to master the same rigorous academic material. High expectations are established for student achievement.
- The curriculum is challenging, relevant, and covers material in depth.
- Technology is integrated into the classroom to provide high-quality instruction, and students have opportunities to gain computer and other technical skills.
- Schools create small, highly personalized, and safe learning environments.
- Periods of instruction are longer and more flexible.
- Schools form active alliances with parents, employers, community members, and policymakers to promote student learning and ensure accountability for results.
- Students get extra support from adults.
- Schools are using new forms of assessment.

California Partnership Academies

California Partnership Academies are currently in place in approximately 190 California high schools. As of the 2000–2001 fiscal year there will be 290 funded academies. The California Partnership Academy model originated from the Philadelphia Academies that began in the late 1960s, coming to California in the early 1980s. Academies incorporate many features of the high school reform movement, including a close family-like atmosphere, integrated academic and career-technical education, and business and community involvement. The academy model has been carefully evaluated and shown to have positive impacts on school performance.

Academies are three-year high school programs, grades 10–12, structured as schools-within-schools. They incorporate:

- *Curriculum focused on a career theme, coordinated with related academic classes*
- *A voluntary student selection process that identifies ninth graders interested in that career*
- *A small team of teachers who work together to plan and implement the program*
- *A variety of motivational activities, including parental support, career speakers, a variety of field trips, a mentor program, internships/paid work experience, and sustained monitoring of student progress*

Curriculum

Curriculum is determined by an analysis of local labor markets. High future growth career clusters with local business support are targeted. Academies can include the career areas of business, health, electronics, media, finance, retail, performing arts, and others.

Staffing

Teachers request to participate in the academy program, and must be willing to work with "at-risk" students. They meet regularly to plan program activities and curriculum, coordinate with business representatives, meet with parents, and devise strategies for dealing with problem students.

Student Selection

Students volunteer to participate in the academy program. Two-thirds of the students in each new class must meet eligibility criteria for "at-risk", including: irregular attendance, lack of progress in coursework, disinterest in the regular academic program, and identification as economically disadvantaged. The remaining one-third have no restrictions. Students who apply are interviewed and selected on the basis of need and interest.

Business Involvement

Schools and employers form partnerships. Employer representatives: a) serve on an academy steering committee; b) help to develop the technical curriculum; c) provide speakers for academy classes and host field trips to the workplace; d) provide mentors who serve as role models in the career field; and e) provide summer jobs/internships and part-time school-year jobs.

Work-Based Learning

After the junior year, those students performing well enough to be on track for graduation are placed in summer jobs. Students apply for these jobs as they would in the open market; i.e., they prepare resumes, complete job application forms, and have interviews. Companies make the hiring decisions.

Annual Reporting/Evaluation

Funding is performance based. Academy students must meet an 80 percent attendance rate, achieve 90 percent of credits towards graduation, and graduate. State grants must be 100 percent matched by both receiving district and supporting businesses.

Annual reporting consistently reflects improved student performance or attendance, credits, grade point averages, and graduation rates.

Carl D. Perkins Vocational and Technical Education Act (Perkins III)

The Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332) was signed into law on October 31, 1998 and establishes some significant changes from the 1990 Act. Perkins III offers supplemental support to local education agencies to expand and improve programs. The primary focus of the act is:

To build on the efforts of states to develop challenging academic standards

To promote the development of services and activities that integrate academic and vocational technical instruction and link secondary and postsecondary education.

Key elements include:

- *Previous set-aside for Single Parent and Displaced Homemaker and Elimination of Sex Bias/Sex Equity have been eliminated. These categories have now been added to the definition of "Special Populations".*
- *"Special Populations" means individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.*
- *Secondary (Section 131) and Postsecondary (Section 132) allocations have increased from 75 percent of the total state grant to 85 percent of the total state grant.*
- *There is no longer a targeting requirement to a limited number of sites or to a limited number of program areas. Increased local flexibility will determine the program(s) to be assisted with Perkins funds.*
- *The Act requires the establishment of a state performance accountability system to assess the effectiveness of the state in achieving statewide progress in vocational and technical education.*
- *One of the required uses of funds at the local level is to develop and implement evaluations of the vocational and technical education programs, including an assessment of how the needs of special populations are being met.*

California Regional Occupational Centers and Programs (ROC/ROP)

Regional Occupational Programs provide qualified students with the opportunity to attend an entry-level career or a technical training program regardless of the geographical location of their residence. Regional Occupational Programs consolidate state and federal funds at the local level to offer comprehensive employment training, placement, and support services to high school students and adults.

These programs often result in significantly higher job placement rates for both youth and adults. ROP/ROC opportunities are readily accessible in most communities in California.

Workforce Investment Act of 1998 (WIA)

The Federal Workforce Investment Act of 1998 (WIA) invests the governor with the responsibility to implement innovative and collaborative training programs tailored to meet the particular needs of local and regional labor markets.

This act consolidates the multitude of employment and training programs in California, providing services mostly to low-income individuals or targeted populations with barriers to employment.

The new system broadens its scope to provide universal access to all customers, attracting those who are already skilled as well as those wanting to upgrade their skills and education.

The successful development and implementation of California's workforce investment system will require the participation of representatives from business, labor, public education, higher education, economic development, youth activities, employment, and training.

Academic and Career Integration

Mission

The mission of the Academic and Career Integration Office (ACI) is to provide leadership, technical assistance, professional development, and support for state and local education agencies, professional organizations, and other partnerships to help increase achievement for all students. A variety of strategies and initiatives are used to add relevancy to standards-based curriculum, increase articulation across the education segments, build integrated models, expand partnerships, and measure achievement.

Goals

1. *Assist Local Education Agencies (LEA), professional organizations, and other partnerships by delivering technical assistance, developing and distributing resource materials, and promoting use of technology to help prepare students for citizenship, college, and careers.*
2. *Manage development of standards, assessments, and curriculum materials for career paths/majors, to engage all students in career decision-making and promote increased academic achievement.*
3. *Conduct and participate in staff development and professional development designed to encourage the use of standards-based integration, articulation, and interdisciplinary career path/major curriculum, and work-based connections for all student populations.*
4. *Provide leadership, technical support, administration, and monitoring for School to Career, Tech Prep, career-technical student organizations, grants and contracts, governing boards, committees, and councils.*
5. *Foster adoption of School-to-Career, Tech Prep, Perkins, and other reform strategies by participating in local, regional, statewide, and national organizations, and other partnerships.*
6. *Build collaborations among and between various funding sources and initiatives, including, but not limited to, School-to-Career, Perkins, Tech Prep, WIA, Service Learning, and ESEA.*

Further information about the above listed programs can be obtained from the California Department of Education at <www.cde.ca.gov>.

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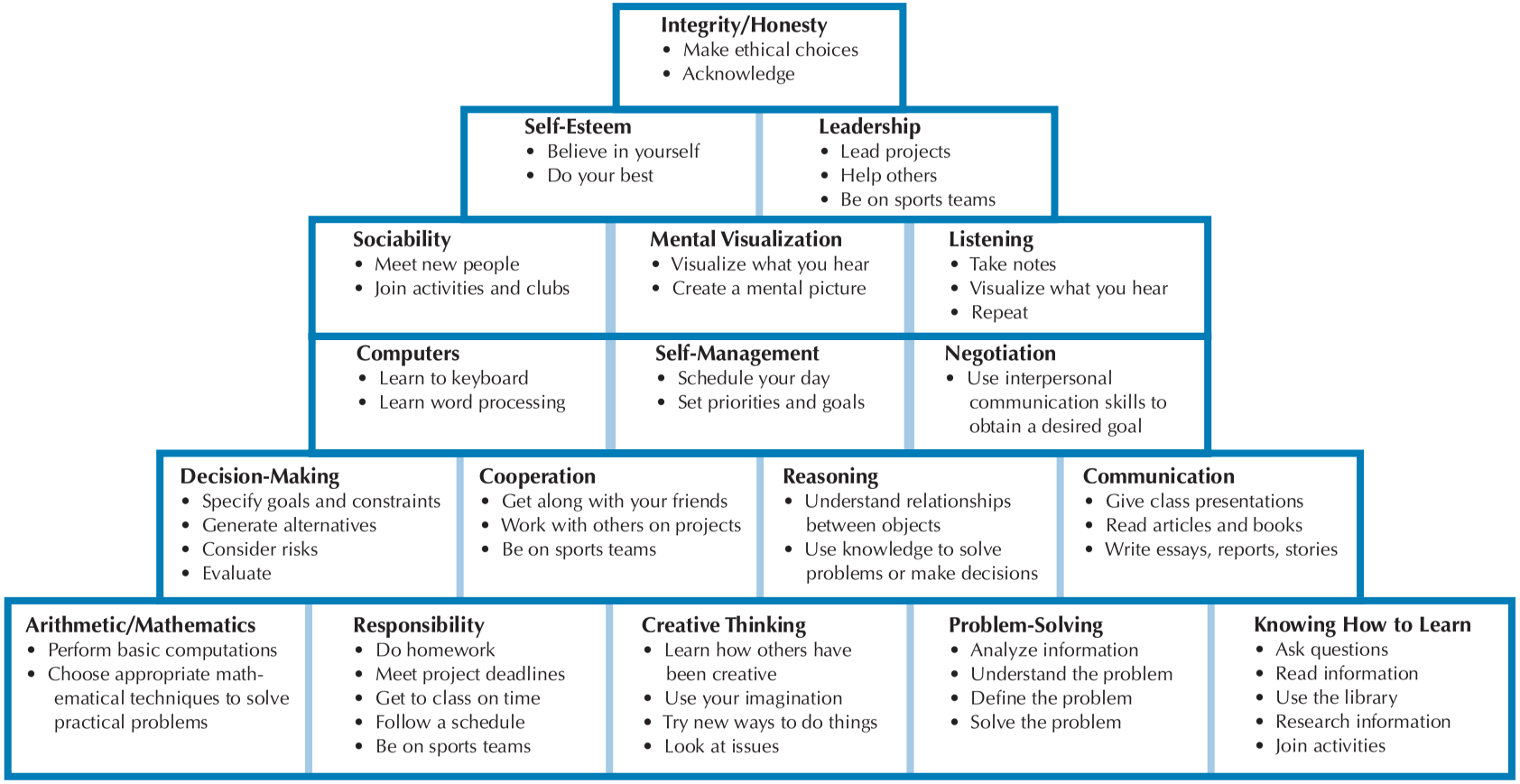
Secretary's Commission on Achieving Necessary Skills



Find the above chart and more at
http://www.californiacareers.info/CCPG/CCPGCover.html

NOTES

Appendix B

Planning, Instruction, and Service Responsibilities for Transition Stakeholders

Stakeholders	Student Development	Student-Focused Planning	Collaboration	Family Involvement	Program Structure and Attributes
Special Education Teacher	• Teach self-determination • Teach social skills • Teach learning strategies • Identify and develop accommodations	• Identify measurable transition-related goals and objectives • Develop educational experiences that correspond with goals and objectives • Document student preferences • Train students to participate in planning activities	• Participate on interagency coordinating body • Collaboratively consult with regular and vocational educators • Provide information about upcoming service needs • Provide student assessment information	• Provide pre-IEP planning activities for parents • Identify and present information about program options • Facilitate parent attendance at IEP/ITP meetings • Actively include family members in planning and decision-making	• Develop outcome based programs • Provide flexible program options to meet student needs • Participate in program evaluation • Teach students in integrated settings
Vocational Teacher	• Teach vocational skills • Provide apprenticeships and work-based training • Teach work-related behaviors • Provide career information	• Participate on student planning team • Identify measurable vocational goals and objectives • Develop educational experiences that correspond with goals and objectives • Provide career counseling	• Participate on interagency coordinating body • Collaboratively consult with regular and special educators • Provide information about upcoming service needs • Provide student assessment information	• Identify and present information about program options • Participate in parent/family training • Involve parents in student assessment	• Develop outcome based programs • Provide flexible program options to meet student needs • Participate in program evaluation • Teach students in integrated settings
Regular Education Teacher	• Teach academic skills • Provide career awareness • Teach self-determination • Teach social skills	• Participate on student planning team • Train students to participate in planning activities • Document student interests • Provide assessment information	• Participate on interagency coordinating body • Collaboratively consult with special and vocational educators • Provide student assessment information	• Identify and present information about program options • Participate in parent/family training • Involve parents in student assessment	• Develop outcome based programs • Provide flexible program options to meet student needs • Participate in program evaluation • Teach students in integrated setting

Adapted from Kohler, P. D., (1998). Implementing a transition perspective of education: A comprehensive approach to planning and delivering secondary education and transition services. In F. R. Rusch and J. Chadsey (Eds.), *Beyond high school: Transition from school to work*, pp. 179-205. Belmont CA: Wadsworth. Reprinted with permission.

Stakeholders	Student Development	Student-Focused Planning	Collaboration	Family Involvement	Program Structure and Attributes
Transition Specialist	• Identify community work sites • Coordinate transportation services • Assess job opportunities and requirements • Develop work experience programs	• Schedule adequate meeting time • Coordinate referral to adult service providers • Monitor fulfillment of responsibilities identified in IEP • Identify financial issues to be addressed in planning	• Chair and/or participate on interagency coordinating body • Coordinate collaborative program planning and development • Coordinate shared delivery of transition-related services • Coordinate development and use of student assessment data among agencies	• Develop parent/family training activities • Develop and implement structured method to identify parent/family needs • Develop and provide a directory of transition-related services • Identify and facilitate specific parent/family roles	• Develop and provide transition related resource materials and technical assistance to educators, service providers, parents/families, and employers • Evaluate student outcomes • Identify postschool services or program needs • Implement Longitudinal approach to transition (early childhood to adult)
School Counselor	• Provide career education experiences • Teach self-advocacy • Conduct assessment • Teach self-determination	• Identify and communicate information on postsecondary education institutions and services • Provide career counseling • Facilitate student self-determination in planning process • Identify student interests and preferences	• Develop and provide student assessment data relevant to other service providers • Coordinate contact with postsecondary education institutes • Provide information about community resources • Coordinate requests for information with other service providers	• Participate in parent/family training activities • Include parent/family members in student assessment • Collect information about parent/family needs • Provide information about parent/family support network	• Provide information for program • Participate in student follow-up and follow along • Identify postschool service and program needs
VR Counselor	• Conduct job placement • Conduct assessment for assisitive technology • Provide assisitive technology devices • Conduct assessment	• Initiate student contact prior to student's exit from school • Complete referral process prior to student's exit from school • Provide career counseling • Identify postschool goals and objectives	• Participate on interagency coordinating body • Establish methods of communication • Establish collaborative procedures for collecting assessment data and sharing student information	• Participate in parent/family training activities • Collect information about parent/family needs • Utilize parent/family members in specific roles • Involve parents in student assessment	• Restructure system to include transition planning and services as integral components • Provide information for for program evaluation • Participate in student follow-up and follow along • Identify postschool service and program needs

Stakeholders	Student Development	Student-Focused Planning	Collaboration	Family Involvement	Program Structure and Attributes
Community Service Agency Personnel	• Provide assistive technology devices • Provide or fund transportation • Develop environmental adaptations • Teach independent living skills	• Participate on student planning team • Identify postschool goals and objectives • Provide support services to individual students as identified	• Participate on interagency coordinating body • Establish methods of communication • Establish collaborative procedures for collecting assessment data and sharing student information	• Participate in parent/family training activities • Collect information about parent/family needs • Utilize parent/family members in specific roles • Involve parents in student assessment	• Reconstructure system to include transition planning and services as integral components • Transfer resources from sheltered and/or integrated facilities • Participate in community-level strategic planning • Identify postschool service and program needs
School/ District Administrator	• Facilitate curriculum development • Facilitate community-based structured work experience • Provide career education curriculum • Facilitate provision of related services (e.g., OT, PT, speech therapy)	• Establish accountability for identification and fulfillment of participant responsibilities • Establish assessment-based planning • Establish annual review of student progress • Establish student-centered planning framework	• Establish formal interagency agreement • Participate on interagency coordinating body • Develop specific funding and staffing patterns in collaboration with other service providers • Reduce system barriers to collaboration	• Include parents/ families in policy development • Facilitate parent/ family members as the decision-makers • Participate in parent/family training activities • Provide services that facilitate family involvement (interpreters, child care)	• Provide ongoing staff development • Allocate sufficient resources and personnel • Restructure education system to include transition-related planning and services and integral components • Clearly articulate a transition perspective and mission
Parent or Guardian	• Teach rights and responsibilities • Teach leisure skills • Teach independent living skills • Teach self-determination	• Take initiative in the planning process • Address medical issues during planning process • Address guardianship during planning process • Provide assessment information	• Participate on interagency coordinating body • Participate in development of policies and procedures to release and share student information	• Participate in family support network • Participate in and/or attend parent/family training • Exercise decision-making • Identify and participate in specific roles or activities (e.g., mentors, trainers, program development, student assessment)	• Participate in decisions regarding resource allocation • Participate in strategic planning • Participate in program evaluation • Provide information for student follow-up
Student	• Participate in extracurricular activities • Take responsibility for learning • Seek assistance • Identify necessary supports	• Identify goals • Indicate interests and preferences • Evaluate progress • Participate in decision-making	• Participate on interagency coordinating body • Provide input for information release and sharing procedures	• Provide information to parents • Identify parent/ family roles • Participate in parent/family training • Identify parent/ family needs	• Participate in program evaluation • Participate in human resource development • Participate in resource allocation decisions • Participate in program planning

Transition Planning: Key Grade Level Elements: Ages 14–15 *Compiled by Sue Sawyer, Shasta County Office of Education.*

Transition Planning is a process to help students to begin to dream and explore their career and life options.
There are a variety of services and activities that are grade and age level appropriate. This chart is based on the National Career Development Guidelines, Competencies, and Indicators that provide a blueprint for grade level expectations.

Goal	Intended Student Result	Grade 7	Grade 8	Grade 9
I. Acquire knowledge of the influence of a positive self-image.	Student will be able to: • Describe likes and dislikes. • Describe skills needed for life. • Describe how one's behavior influences others.	• Participate in experiences through hobbies, chores, community experiences, and school that provide information about skills and abilities. • Complete interest surveys. • Self discovery surveys of skills, behaviors using SCANS • Evaluate self. • Portfolio development	• Participate in experiences through hobbies, chores, community experiences, service learning, career exploration, project-based learning, and school that provide information about skills and abilities. • Complete interest surveys. • Self-evaluation tools of skills, behaviors using SCANS • Portfolio development	• Participate in experiences through hobbies, chores, community experiences, service learning, career exploration, project-based learning, and school that provide information about skills and abilities. • Complete interest surveys. • Self-evaluation tools of skills, behaviors using SCANS • Portfolio development
II. Skills to interact positively with others	Student will demonstrate: • Respect for others • Effective communication skills • Effective group membership skills • Effective social skills	• Interpersonal skills training and work maturity training • Self-advocacy training	• Skills training, interpersonal, and work maturity training • Self-advocacy training • Demonstrate and use self-advocacy skills. • SCANS skills development	• Interpersonal skills training • Apply skills in school • Self-advocacy training • Demonstrate and use self-advocacy skills • SCANS certification
III. Knowledge of importance of growth and change	• Identify feelings associated with significant experiences. • Identify internal and external sources of stress. • Demonstrate ways to respond to others when under stress. • Describe changes that occur in physical, social, and emotional development of an individual. • Describe physiological and psychological factors as they relate to career development. • Describe the importance of career, family, and leisure activities to well being.	• Training for mental and physical health services • Mentoring activities • Encourage involvement in personal recreational activities	• Training for mental and physical health services • Mentoring activities • Encourage involvement in personal recreational activities.	• Training for mental and physical health services • Mentoring activities • Encourage involvement in personal recreational activities.

Transition Planning: Key Grade Level Elements: Ages 14–15				
Goal	Intended Student Result	Grade 7	Grade 8	Grade 9
IV. Knowledge of the benefits of educational achievement to career opportunities	Students will describe: • The importance of academic skills • How academic skills are used in jobs • Individual strengths • The skills needed to adjust to changing occupational requirements	Complete career research through reading or meeting with business representatives to: • Identify skills needed in various occupations • Identify career ladders • Identify training requirements for various occupations	Complete career research through reading or meeting with business representatives to: • Identify skills needed in various occupations • Identify career ladders • Identify training requirements for various occupations • Participate actively in the development of the ITP	Complete career research through reading or meeting with business representatives to: • Identify skills needed in various occupations • Identify career ladders • Identify training requirements for various occupations • Create education plan and enroll in classes related to goals
V. Understand the relationship between work and learning	Students will demonstrate: • Effective learning habits and skills • The importance of personal skills and attitudes to job success	• Evaluate personal study skills and work habits • Self-evaluation of SCANS competencies • Identify accommodations required to be successful at school and work and advocate for self.	• Evaluate personal study skills and work habits. • Self-evaluation of SCANS competencies • Identify accommodations required to be successful at school and work and advocate for self.	• Evaluate personal study skills and work habits. • Self-evaluation of SCANS competencies • Identify accommodations required to be successful at school and work and advocate for self.
VI. Skills to locate understand and use career information	Students will demonstrate: • Personal qualities needed for employment (SCANS skills) • Ability to complete a job application • Identify sources of employment	• Complete self-evaluation of SCANS personal qualities and interpersonal skills. • Complete forms accurately, legibly, and correctly through job search training. • Identify agencies (SMART) and other ways to locate jobs.	• Complete self-evaluation of SCANS personal qualities and interpersonal skills. • Complete forms accurately, legibly, and correctly through job search training. • Identify agencies (SMART) and other ways to locate jobs.	• Complete self-evaluation of SCANS personal qualities and interpersonal skills. • Complete forms accurately, legibly, and correctly. • Identify agencies (SMART) and other ways to locate jobs. • Secure a summer job with job search assistance. • Participate in exploratory work-based learning experiences.
VII. Skills to make decisions	Students will: • Describe personal preferences • Identify possible outcomes for decisions • Describe school courses related to goal • Identify secondary and postsecondary programs for the attainment of career goals	• Create education/career plan. • Participate in career guidance. • Evaluate need for training based on research of careers related to goals. • Create portfolio as cumulative record of activities.	• Create education/career plan. • Participate in career guidance. • Evaluate need for training based on research of careers related to goals. • Create portfolio as cumulative record of activities.	• Create education/career plan. • Participate in career guidance. • Evaluate need for training based on goals. • Enroll in classes related to goals. • Research postsecondary options. • Create portfolio as cumulative record of activities.

Transition Planning: Key Grade Level Elements: Ages 14–15				
Goal	Intended Student Result	Grade 7	Grade 8	Grade 9
VIII. Understanding how work relates to the needs and function of society				
IX. Skills to make decisions	Students will: • Describe personal preferences. • Identify possible outcomes for decisions. • Describe school courses related to goal. • Identify secondary and postsecondary programs for the attainment of career goals.	• Create education/career plan. • Participate in career guidance. • Evaluate need for training based on research of careers related to goals.	• Create education/career plan. • Participate in career guidance. • Evaluate need for training based on goals.	• Create education/career plan. • Participate in career guidance. • Evaluate need for training based on goals. • Enroll in classes related to goals. • Research postsecondary options.
X. Knowledge of interrelationship of life roles				
XI. Knowledge of different occupations and changing male/female roles	• Describe advantages and problems of entering non-traditional occupations. • Describe the advantages of taking courses related to personal interests, even if members of the opposite gender most often take them. • Describe stereotypes, biases, discriminatory behaviors that may limit opportunities for women and men in certain occupations.	• Career research: Labor market information • SCANS • Creating a transition plan	• Career research: Labor market information • SCANS • Creating a transition plan	• Career research: Labor market information • SCANS • Creating a transition plan
XII. Understanding the process of career planning	• Demonstrate knowledge of exploratory processes and programs. • Identify school courses that meet tentative career goals. • Demonstrate knowledge of academic and school-to-work transition opportunities identified at the high school level. • Describe the skills needed for various occupations including self-employment. • Identify strategies for managing personal resources. • Develop an individual career plan, updating information from high school.	• Participate in career research and in work-based exploratory activities. • Financial management training • Self-advocacy training • Create transition plan that is a personal career and education plan.	• Participate in career research and in work-based exploratory activities. • Financial management training • Self-advocacy training • Create transition plan that is a personal career and education plan.	• Participate in career research and in work-based exploratory activities. • Financial management training • Self-advocacy training • Create transition plan that is a personal career and education plan. • Identify classes and programs in high school and advocate for self.

Grade Level Summary of Transition Services

Goal	Intended Student Result	Grade 7	Grade 8	Grade 9
Acquire knowledge of the influence of a positive self-image.	Students will be able to: • Describe likes and dislikes. • Describe skills needed for life. • Describe how one's behavior influences others.	• Complete career interest survey. • Participate in career exploration and research. • Participate in experiences: Enjoy social/recreational activities.	• Complete career interest survey. • Participate in career exploration and research. • Participate in experiences: Enjoy social/recreational activities.	• Complete career interest survey. • Participate in career exploration and research. • Participate in experiences: Enjoy social/recreational activities.
Skills to interact positively with others	Students will demonstrate: • Respect for others • Effective communication skills • Effective group membership skills • Effective social skills	• Provide work maturity SCANS training: Interpersonal skills, listening, speaking.	• Provide work maturity SCANS training: Interpersonal skills, listening, speaking.	• Provide work maturity SCANS training: Interpersonal skills, listening, speaking. • Create education/career plan.
Knowledge of the benefits of educational achievement to career opportunities	Students will describe: • The importance of academic skills • How academic skills are used in jobs • Describe individual strengths. • Describe the skills needed to adjust to changing occupational requirements.	• Enroll in classes related to goals. • Participate in career research to identify need for education and training.	• Enroll in classes related to goals. • Participate in career research to identify need for education and training.	• Enroll in classes related to goals. • Participate in career research to identify need for education and training.
Understanding the relationship between work and learning	Students will demonstrate: • Effective learning habits and skills • The importance of personal skills and attitudes to job success	• Provide study skills training. • Provide self-advocacy training.	• Provide study skills training. • Provide self-advocacy training.	• Provide study skills training. • Provide self-advocacy training.
Skills to locate, understand, and use career information	Students will demonstrate: • Personal qualities needed for employment (SCANS skills) • Ability to complete a job application • Ability to identify sources of employment	• Work maturity training: SCANS: Personal qualities, interpersonal skills • Complete forms	• Work maturity training: SCANS: Personal qualities, interpersonal skills • Complete forms	• Work maturity training: SCANS: Personal qualities, interpersonal skills • Complete forms • Apply for summer employment.
Skills to make decisions	Students will: • Describe personal preferences. • Identify possible outcomes for decisions. • Describe school courses related to goal. • Identify secondary and postsecondary programs for the attainment of career goals.	• Enroll in classes related to goals. • Self-advocacy training	• Enroll in classes related to goals. • Self-advocacy training	• Enroll in classes related to goals. • Self-advocacy training

Transition Planning: Key Grade Level Elements: Ages 16 and older. *Compiled by Sue Sawyer, Shasta County Office of Education.*
Transition Planning is a process to help students to begin to dream and explore their career and life options.
There are a variety of services and activities that are grade and age level appropriate. This chart is based on the National Career Development Guidelines
Competencies and Indicators that provide a blueprint for grade level expectations

Goal	Intended Student Result	Grade 10	Grade 11	Grade 12
I. Understand the influence of a positive self-image.	Student will be able to: • Identify and appreciate personal interests, abilities, and skills. • Demonstrate the ability to use peer feedback. • Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals. • Demonstrate an understanding of environmental influences on one's behavior. • Demonstrate an understanding of the relationship between personal behavior and self-concept.	• Participate in experiences through hobbies, chores, community experiences, job shadow experiences, internships, workplace mentoring, apprenticeships, community classroom experience, employment, and school that provide information about skills and abilities. • Complete interest surveys. • Transition planning document • Reflection and self-evaluation tools of skills and behaviors using SCANS • Portfolio development • Problem-solving, decision-making	• Participate in experiences through hobbies, chores, community experiences, service learning, career exploration, project-based learning, job shadow experiences, internships, workplace mentoring, apprenticeships, community classroom experience, employment, and school that provides information about skills and abilities. • Complete interest surveys. • Transition planning document. • Reflection and self-evaluation tools of skills and behaviors using SCANS. • Portfolio development. • Problem-solving, decision-making.	• Participate in experiences through hobbies, chores, community experiences, service learning, career exploration, project-based learning, job shadow experiences, internships, workplace mentoring, apprenticeships, community classroom experience, employment, and school that provide information about skills and abilities. • Complete interest surveys. • Transition planning document • Reflection and self-evaluation tools of skills and behaviors using SCANS • Portfolio development • Problem-solving, decision-making
II. Skills to interact positively with others	Student will: • Demonstrate effective interpersonal skills. • Demonstrate interpersonal skills required for working with and for others. • Describe appropriate employer and employee interactions in various situations. • Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.	• Interpersonal skills training and work maturity training • Self-advocacy training	• Interpersonal skills training and work maturity training • Self-advocacy training • Demonstrate and use self-advocacy skills.	• Interpersonal skills training and work maturity training • Self-advocacy training • Demonstrate and use self-advocacy skills.

Transition Planning: Key Grade Level Elements: Ages 16 and older. *Compiled by Sue Sawyer, Shasta County Office of Education.*

Goal	Intended Student Result	Grade 10	Grade 11	Grade 12
III. Understand the impact of growth and change.				
IV. Understand the relationship between educational achievement and career planning.	Student will: • Demonstrate how to apply academic and occupational skills to achieve personal goals. • Describe the relationship of academic skills and occupational skills to personal interests. • Describe how skills developed in academic and occupational programs relate to career goals. • Describe how education relates to the selection of college majors, further training, and/or entry into the job market.	• Complete career research through reading or meeting with business representatives to: • Identify skills needed in various occupations. • Identify career ladders. • Identify training requirements for various occupations. • Create a career plan. • Participate in ROP or skills development work-based learning experiences.	• Complete career research through reading or meeting with business representatives to: • Identify skills needed in various occupations. • Identify career ladders. • Identify training requirements for various occupations. • Create an education and career plan. • Participate in ROP or skills development work-based learning experiences. • Research various postsecondary education and training options. Identify skills and coursework needed.	• Complete career research through reading or meeting with business representatives to: • Identify skills needed in various occupations. • Identify career ladders. • Identify training requirements for various occupations. • Create education plan and enroll in classes related to goals. • Apply to postsecondary education and training options.
V. Understand the need for positive attitudes toward work and learning.	• Identify the positive contribution workers make to society. • Demonstrate knowledge of the social significance of various occupations. • Demonstrate learning habits and skills that can be used in various educational situations. • Demonstrate positive work attitudes and habits.	• Evaluate personal study skills and work habits. • Identify learning styles and study skills. • Career research • Self-evaluation of SCANS competencies • Identify accommodations required to be successful at school and work and advocate for self.	• Evaluate personal study skills and work habits. • Identify learning styles and study skills and develop coping skills. • Identify personality characteristics. • Career research • Self-evaluation of SCANS competencies • Identify accommodations required to be successful at school and work and advocate for self.	• Evaluate personal study skills and work habits. • Utilize coping strategies to deal with learning styles. • Self-evaluation of SCANS competencies • Identify accommodations required to be successful at school and work and advocate for self.

Transition Planning: Key Grade Level Elements: Ages 16 and older. *Compiled by Sue Sawyer, Shasta County Office of Education.*				
Goal	Intended Student Result	Grade 10	Grade 11	Grade 12

VI. Skills to locate, understand, and use career information	Student will:
	• Identify the educational requirements of various occupations.
	• Demonstrate use of a range of career information resources
	• Demonstrate knowledge of various classification systems that categorize industries and occupations.
	• Describe the advantages and disadvantages of self-employment as a career option.
	• Identify individuals in selected occupations as possible information resources, models, or mentors.
	• Describe the influence of change in supply and demand for workers in different occupations.
	• Identify how employment trends relate to education and training.
	• Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.
		• Career research to identify:
		  • Skills/training requirements
		  • Certification requirements
		  • Location
		  • Career ladders
		• Interview business owners and managers who are self-employed.
		• Utilize career information systems.
		• Utilize categorizations of jobs used (O NET, GOE, SDS, industry clusters).
		• Research career choices using labor market information.
			• Career research to identify:
			  • Skills/training requirements
			  • Certification requirements
			  • Location
			  • Career ladders
			• Interview business owners and managers who are self-employed.
			• Utilize career information systems.
			• Utilize categorizations of jobs used (O NET, GOE, SDS, industry clusters).
			• Research career choices using labor market information.
			• Create a career plan based on informed choices.
				• Career research to identify:
				  • Skills/training requirements
				  • Certification requirements
				  • Location
				  • Career ladders
				• Interview business owners and managers who are self-employed.
				• Utilize career information systems.
				• Utilize categorizations of jobs used (O NET, GOE, SDS, industry clusters).
				• Research career choices using labor market information.
				• Create and implement a career plan based on informed choices.

VII. Skills to prepare, seek, obtain, maintain, and change jobs	•Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
	• Demonstrate academic or occupational skills required for a full or part time job.
	• Demonstrate skills and behaviors necessary for a successful job interview.
	• Demonstrate skills to prepare a résumé and complete a job application.
		• Complete self-evaluation of SCANS personal qualities and interpersonal skills.
		• Complete forms accurately, legibly, and correctly through job search training.
		• Identify agencies (SMART) and other ways to locate jobs.
		• Prepare a résumé.
		• Apply for jobs:
		  • Compete applications
		  • Interview
		  • Follow-up
			•Complete self-evaluation of SCANS personal qualities and interpersonal skills.
			• Complete forms accurately, legibly, and correctly through job search training.
			• Identify agencies (SMART) and other ways to locate jobs.
			• Prepare a résumé.
			• Apply for jobs:
			  • Compete applications
			  • Interview
			  • Follow-up
				•Complete self-evaluation of SCANS personal qualities and interpersonal skills.
				• Complete forms accurately, legibly, and correctly.
				• Identify agencies (SMART) and other ways to locate jobs.
				• Secure a summer job with job search assistance.
				• Prepare a résumé.

Transition Planning: Key Grade Level Elements: Ages 16 and older. *Compiled by Sue Sawyer, Shasta County Office of Education.*

Goal	Intended Student Result	Grade 10	Grade 11	Grade 12

VII. Skills to prepare, seek, obtain, maintain, and change jobs	• Identify specific job openings.
	• Demonstrate employability skills necessary to obtain and maintain jobs.
	• Demonstrate skills to assess occupational opportunities.
	• Describe placement services available to make the transition from high school to civilian employment, armed services, or postsecondary education and training.
	• Demonstrate an understanding that job opportunities often require relocations.
	• Demonstrate skills necessary to function as a consumer and manage financial resources.
		• Secure letter of recommendation for portfolio.
		• Utilize labor market information to evaluate job options and locations.
		• Identify transition resources in your school and community.
		• Get and keep a job.
			• Secure letter of recommendation for portfolio.
			• Utilize labor market information to evaluate job options and locations.
			• Identify transition resources in your school and community.
			• Get and keep a job.
				• Apply for jobs:
				  • Complete applications.
				  • Interview.
				  • Follow-up.
				• Secure letter of recommendation for portfolio.
				• Utilize labor market information to evaluate job options and locations.
				• Identify transition resources in your school and community.
				• Get and keep a job.

VIII. Skills to make decisions	Students will: • Demonstrate responsibility for making tentative educational and occupational choices. • Identify alternatives in given decision-making situations. • Describe skills/aptitudes needed to qualify for desired postsecondary education and training options. • Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training. • Identify and complete required steps toward transition from high school to entry into postsecondary education/training or work. • Identify steps to apply for and secure assistance for post-secondary education and training.	• Create education/career plan. • Participate in career guidance. • Evaluate need for training based on research of career related to goals. • Create a portfolio as cumulative record of activities. • Select high school classes related to goals.	• Create education/career plan. • Participate in career guidance. • Evaluate need for training based on goals. • Take aptitude test. • Create a portfolio as cumulative record of activities. • Identify transition options. • Initiate contact with the identified options. • Document progress toward meeting entry requirements and eligibility requirements.	• Create education/career plan. • Participate in career guidance. • Evaluate need for training based on goals. • Enroll in classes related to goals. • Research postsecondary options. • Create a portfolio as cumulative record of activities. • Initiate contact with transition resources. • Apply for entry or services. • Apply for financial aid as needed. • Advocate for self.

Transition Planning: Key Grade Level Elements: Ages 16 and older. *Compiled by Sue Sawyer, Shasta County Office of Education.*

Goal	Intended Student Result	Grade 10	Grade 11	Grade 12
IX. Skills to make decisions.	Students will: • Demonstrate responsibility for making tentative educational and occupational choices. • Identify alternatives to given decision-making situations. • Describe skills/aptitudes needed to qualify for desired postsecondary education and training. • Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training. • Identify and complete required steps toward transition from high school to entry-level employment or advanced training. • Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work. • Identify steps to apply for and secure assistance for post-secondary education and training.	• Develop personal plan. • Education and career research • Participate in work-based learning experiences to gain marketable skills. • Secure summer employment. • Take classes related to goals. • Meet eligibility requirements for entry into chosen postsecondary options. • SCANS skills acquisition • Create transition plan.	• Develop personal plan. • Education and career research • Participate in work-based learning experiences to gain marketable skills. • Secure summer employment. • Take classes related to goals. • Meet eligibility requirements for entry into chosen postsecondary options. • SCANS skills acquisition • Create transition plan.	• Develop personal plan. • Education and career research • Participate in work-based learning experiences to gain marketable skills. • Secure summer employment. • Take classes related to goals. • Meet eligibility requirements for entry into chosen postsecondary options. • SCANS skills acquisition • Create transition plan. • Apply for admission to program of choice. • Apply for financial aid.
X. Knowledge of interrelationship of life roles				
XI. Understand the continuous changes in male/female roles				

Transition Planning: Key Grade Level Elements: Ages 16 and older. *Compiled by Sue Sawyer, Shasta County Office of Education.*

Goal	Intended Student Result	Grade 10	Grade 11	Grade 12
XII. Skills in Career Planning.	• Demonstrate career plans that reflect the importance of lifelong learning. • Demonstrate knowledge of postsecondary occupational and academic programs. • Demonstrate knowledge that changes may require retraining and upgrading of employee's skills. • Describe school and community resources to explore educational and occupational choices. • Describe the costs and benefits of self-employment. • Demonstrate occupational skills developed through volunteer experiences, part-time employment, and school to work transitions. • Demonstrate skills necessary to compare educational and job opportunities.	• Participate in career and educational research. • Research postsecondary options. • Self advocacy training • Create transition plan. • Portfolio	• Participate in career and educational research. • Research postsecondary options. • Self advocacy training • Create transition plan. • Portfolio	• Participate in career and educational research. • Research postsecondary options. • Self advocacy training • Create transition plan. • Portfolio • Implement the plan.

Appendix D

Transition-Focused Assessment

Mary wants to go to college and is in general education classes with RSP monitoring and support.

- General education teachers provide the accommodations for Mary to successfully complete course requirements.
- RSP teacher provides instruction to Mary on self-advocacy and is assisting her to develop her IEP goals.
- Career/transition specialist facilitates linkages with Department of Rehabilitation and community college DSSP services.
- ROP teacher facilitates her part-time work at the hospital.

Best practices in transition-focused assessment gather information that is functionally related to the development, implementation, and evaluation of the student's IEP plan and program (Sitlington, Neubert, Begun, Leconte & Lombard, 1996). Transition assessment is the responsibility of all school professionals, not just a transition specialist or job placement professional. Assessment for secondary students should focus on:

1. *Assisting students to identify their interests, preferences, strengths, and abilities*
2. *Determining appropriate activities within educational, vocational, and community settings that will help students achieve their goals*
3. *Identifying appropriate accommodations, supports, and services*
4. *Determining "next steps" in reaching the student's long term goals*

Educators may have to look at information they traditionally obtain from a different perspective. Although traditional types of formal and informal assessment can provide valuable information for the transition planning process, assessment results need to be interpreted in terms that the student and family can understand and relate to when making educational decisions. For example:

What Areas Do We Need to Assess?

Types of information for transition planning extends beyond traditional assessment. IDEA mandates the inclusion of instruction, community

experiences, and the development of employment and other postschool adult living options. Daily living and functional vocational evaluation can be included when appropriate. There are five transition areas to assess with students by the time they reach the age of 14. These include:

Independent Living: Selecting a lifestyle and future living situations and developing skills to live as independently as possible

- *Money management*
- *Nutrition*
- *Personal grooming*
- *Health care/sexuality*
- *Cooking/cleaning*

Community Participation: Accessing community resources including people, places, and activities in the community

- *Mobility, travel skills, driver's license*
- *Community activities such as shopping and banking*
- *Library, post office, medical facilities, banks*
- *Accessing community resources such as the Department of Rehabilitation (DR), Employment Development Department (EDD), Regional Centers, Mental Health, or Social Security*

Recreation/Leisure: Knowing about and experiencing social and free time activities

- *Identifying community sites to match interests (sports, hobbies, movies)*
- *Listening to music*
- *Spending time with other people*
- *Sports leagues, youth clubs*

Job Training/Employment: Determining career interests and developing work skills

- *Career interests matched to strengths, talents, and interests*
- *Level of supervision needed*
- *Ability to ask for help*
- *Task completion*
- *Initiation*
- *Interview skills*
- *Work experience*

Postsecondary Learning Options:

- *Matching career goals to appropriate education setting*
- *Preparation and application to university, community college, technical school, adult education classes, ROP, or training centers*

Transition Assessment Strategies

Gathering information for transition can be accomplished using existing information and asking the student, parent, and other team members questions related to the student's skills and needs in the transition areas. It is important to summarize the information in a way that is easily understood and useful to the student, parent, and professionals. Effective transition planning teams use the following strategies:

- *Use informal methods of assessment such as interviews and observation in classroom, home, and community.*
- *Make sure formal evaluation results (e.g., academic tests, COPS, COIN) are explained to the student and family in a way that they can use the information to make choices and decisions.*
- *Gather information from the student, family, school staff, and other agencies that are currently providing services to the student (e.g., medical, mental health, regional center, Social Services, California Children Services-CCS).*
- *Use only the part of assessment tools that are most relevant and update information rather than starting over.*

- *Make use of career classes/counseling offered through general education.*
- *Make sure that middle school and high school information follows the student (e.g., portfolio) from middle to high school and to the adult service provider.*
- *Collect and summarize the information before the IEP meeting and share with the student, family, and other staff members so the time at the IEP meeting can focus on developing or updating the student's transition goals and objectives.*

What Assessment Tools Can I Use?

A list of transition assessment tools is available in Appendix E. The tools identified below are ones that many teachers use and like.

- *Interview: Ask the student and his/her family about their dreams, goals, strengths, needs, interests, and preferences.*
  - ★ *Preparing for the Future (Appendix G)*
  - ★ *Transition Portfolio & Guide. Diagnostic Center, North (Appendix G)*
  - ★ *Transition Planning Profile (see page 88)*
  - ★ *Getting from Where I Am to Where I Want to Be (see pages 89 to 95)*
- *Questionnaire—Checklists—Survey: These are typically checklists or rating scales of transition skills by transition areas of employment, education, daily living, community participation, and recreation/leisure. There may be different versions for student, parent, teacher.*
  - ★ *Transition Planning Inventory (Appendix E)*
  - ★ *Enderle/Severson Transition Rating Scale (Appendix E)*
- *Self-awareness inventories and surveys: Explore strengths, learning styles, personality, aptitude, interests, values, disability awareness, and accommodations.*
  - ★ *Preparing for the Future (Appendix G)*
  - ★ *Transition Portfolio & Guide—Diagnostic Center, North (Appendix G)*

- *Career assessment:*
  - ★ *What does the student enjoy doing at home or for a hobby?*
  - ★ *Classroom lessons on career clusters*
  - ★ *Visiting work sites: job shadow, field trips, informational interviews*
  - ★ *What students are doing in general education classes (career units, counseling)*
  - ★ *See Appendix E for formal assessments such as:*
    - *COPS — Edits*
    - *The Career Game Explorer—Rick Trow Productions*
- *Situational assessment: Observe and record skills and behavior in real-life settings including the classroom, campus, community, and work sites.*
- *Portfolio:*
  - ★ *Transition Portfolio & Guide—Diagnostic Center, North (Appendix G)*

Assessment Summary

An assessment summary report should be completed and written in a way that is meaningful to all team members, including the student and parent. **Reviewing the assessment information with the student and preparing him/her to have a role in presenting relevant information at the IEP is one of the most important outcomes of the assessment process.** Many teachers help students organize their transition planning information on a visual organizer for the IEP. The transition planning profiles for Maria and John in Section 1 of this guide are examples of practical summaries. Other examples of transition planning documents follow.

Transition Planning Profile for: _____ **Date:** _____

Dreams

Strengths

Career Interests

Learning Preferences

Personality

Hurdles

Accommodations

Options for Instruction

Options for Community

Options for Employment

Developed by Curtis, Simonds, Koorndyk - Diagnostic Center, Southern California

Getting from Where I Am to Where I Want to Be!

Adapted from Personal Futures Planning (Mount) for Project Transition, the School-to-Work Interagency Transition Partnership (SWITP) for Napa County, by Allen, Shea & Associates, 5/94

What's this all about? The questions in this booklet can help you bring together your thoughts about a transition strategy for yourself, and help identify some first steps you, family, friends, and agency people can take to help you realize a best possible future after your next transition. It can be used in several ways: (1) You can fill it out by yourself; (2) Someone can ask you the questions and write down your answers; (3) You can work on it with a teacher, counselor, or someone else; (4) Family and friends can help you with it. Everyone's ideas are important and should be written down, but try to distinguish (with initials) what various people have to say.

1. Who is this about?

2. What are some great things about you?

Getting From Where I Am to Where I Want to Be!

Things About You

3. What things do you like to do… around town? at home? for fun?

4. What new things would you like to do… around town? at home? for fun?

5. What makes you happy?

6. What makes you mad or sad or frustrated?

Getting From Where I Am to Where I Want to Be!

Things About You

7. What are you doing now: going to school? working? something else? If not working, please go to question #9.

8. How's your job?

	YES	NO
Is it the kind of job you like?	_____	_____
Are the hours and days okay?	_____	_____
Do you get the support you need?	_____	_____
Does the pay cover your bills?	_____	_____

How do you get along with people at work?
____ great ____ okay _____ not very well

When you think about your job (check the one that shows how you feel most of the time):

____ You are glad you got it.

____ It's okay that you got it.

____ You're sorry that you got.it

9. Do you want a job, or a different job than you have right now? If so, what kinds of jobs have you had?

If working or a different job is not important to you now, please turn to the next page.

10. What kinds of jobs (or career) interest you?

11. Do you need support in getting a job? Are you looking for your first job?

Are you looking for your first job?
Yes _____ No _____

Does it take you a long time to learn a job?
Yes _____ No _____

Do you get Social Security benefits?
Yes _____ No _____

Do you need support in things like using money or getting to work?
Yes _____ No _____

Do you need any specialized training or work experience?
Yes _____ No _____

If you answered yes to any of these questions, you could probably use some support in getting and keeping a job.

12. How do you live now?

- ❑ Alone
- ❑ With a roommate
- ❑ With your parents
- ❑ In a group home
- ❑ Other

13. What do you see as the best things about where you live right now?

14. What do you see as the biggest challenges of where you live right now?

15. What kinds of support do you need where you live now?

16. Are you living where you want to live and with whom you want to live?

If you are living where you want to live for now, please go to question #18.

17. All things possible, where would you like to live and with whom?

18. *What are your dreams and hopes for the future?*

19. *What worries you about your future? What worries or scares those around you (parents, spouse, close friends)?*

20. *All things possible, what do you see yourself doing 3–5 years from now?*

21. *What support would you need to get to where you want to be?*

22. What are some steps to take toward that desired future?

23. Looking at what you wrote for #22, which things would you like to discuss at your transition planning meeting?

24. Who should be at your transition meeting (family, friends, employers, agency representatives) to help you plan?

25. Who worked on the questions in this booklet?

Date: _____ Getting From Where I Am to Where I Want to Be!

Name of person in transition: _____

Moving towards your desired future, what do you need, want, or hope will happen over the next 1–3 years?	*By what date?*	*I will…*	*Family, friends, as follows, will…*	*Agencies or programs, as follows, can help by…*

How will we know if your plan worked?

Appendix E

Recommended Practices and Materials for Assessment

The assessment process can be formal or informal. Informal assessment methods may include conducting an interview, district developed checklists, observation summaries, and/or review of records. A formal assessment process involves utilizing commercially prepared assessment tools in addition to the informal assessment strategies. It is difficult to determine which process is more effective. However, it is safe to say that the interview process, when formatted correctly, can provide a significant amount of information and meet the guidelines for transition planning.

The choice between a formal or informal assessment is a district level decision that is based on availability of resources. No matter what process you choose, the career guidance process should incorporate these additional activities:

Career Research	**Develop career reports based on information available through the career center references or computerized occupational information systems.** **Conduct informational interviews with employers or employees regarding employer expectations, training requirements, job tasks, rate of pay, or other employment issues.** **Look into exploratory work experience/job shadowing.** **Research jobs by observing workers at the worksite or by sampling a variety of job tasks. Involves work-based learning opportunities.**
Career Preparation	**Participate in a training program that equips students with various skills and experience related to a specific career field through ROP or vocational classes. Can also involve community-based experiences through volunteering or participation in WorkAbility.**
Career Decision	**Students identify career goals that are based on their interests, aptitudes, personality traits, work values, and experience.**
Situational Assessment	**Some students need to participate in various work situations in order to evaluate their work tolerance in their environment, identify the degree of support they need, and their ability to perform tasks. Situational assessments provide an opportunity to evaluate the student in real world situations. This process is most frequently done for students who have developmental disabilities. It can also be used for evaluations in vocational classes, ROP classes, and/or WorkAbility training sites.**
Functional Capacities	**This is a system that evaluates the ten life functions as defined by the Department of Rehabilitation. These include seeing, hearing, mobility, cognitive processes, speaking, self-care, self-direction, interpersonal skills, work tolerance, and work skills.**

Transition Inventories	*Source*	*Description*
Transition Planning Inventory - Clark & Patton	Pro-ed 8700 Shoal Creek Blvd. Austin, TX 78757-6897. (512) 451-8542	A comprehensive scale designed to help identify and plan for the student's transitional needs.
Enderle-Severson Transition Rating Scale	Practical Press Moorehead, MN	Criterion-referenced assessment device that can be used with any disability type. For ages 14-22.
Transition Skills Inventory Halpern (1996)	Secondary Transition Program College of Education University of Oregon Eugene, OR	Curriculum-based and is completed by student, parent, and teacher. Provides a basis for students to develop their own transition plans.
Interest Surveys	*Publisher/Source*	*Description*
CDM: Career Decision Making System	AGS 4201 Woodland Road Circle Pines, MN 55014	Matches job choices, school subjects, work values, aptitude self-estimates, and activities to career fields.
Self-Directed Search	Consulting Psychologists 577 College Avenue Palo Alto, CA 94306	Matches activities, competencies, occupations, and aptitude self-estimates to six categories that are correlated to personality types.
COPS, CAPS, COPES	Edits PO Box 7234 San Diego, CA 92107	Matches job activities, values, and aptitudes to career fields.
Career Game Explorer: How to Find the Best Job for You	Rick Trow Productions, Inc. PO Box 291 New Hope, PA 18938 (215) 297-9770	Booklet with good graphic format that matches interests to careers. Good for middle school.
Job-O Career Exploration Series	CFKR 118860 Kemper Road Auburn, CA 95603	Matches interests in job fields, educational goals, preferences for work, work conditions, and skills to job titles.
Aptitude Evaluation	*Source*	*Description*
ASVAB	Today's Military Service	Free aptitude evaluation that matches aptitudes to civilian and military careers.
Personality Inventory	*Source*	*Description*
Myers Briggs	Consulting Psychologists 577 College Avenue Palo Alto, CA 94306	Correlates preferences to personality characteristics. Can be used to identify careers that match personality, identify study styles, and learning styles.
Murphy Meisgeier Type Indicator for Children		Less abstract than above.

Career Information	Source	Description
California Career Guides and Labor Market Information	Employment Development Department (EDD)	Free: General description of careers, emerging occupational fields, and labor market information.
Guide to Occupational Exploration (GOE)	JIST 720 North Park Avenue Indianapolis, IN 46202	Checklist of activities, school subjects, and information about career fields.
Pre-Employment Training Booklets	Employment Development Department (EDD)	Free booklets on how to find a job: Tips for Finding the Right Job, Job Search Guide — youth oriented.
Occupational Outlook Handbook	JIST 720 North Park Avenue Indianapolis, IN 46202	Information about specific occupations.
Career Choices	Academic Innovations 3463 State Street Santa Barbara, CA 93105	Teen Journal: Guide to Choosing a Career
Enhances Guide to Occupational Exploration	JIST 720 North Park Avenue Indianapolis, IN 46202	Matches work tolerance, aptitudes to career fields.
Computerized Career Systems - Eureka System	Eureka California Career Information	Matches interests and other factors with jobs and educational programs. Has comprehensive labor market information. Focus is on professional and technical labor market.
Choices	Careerware-Bridges.com Co. 808 Commerce Park Drive Ogdensburg, NY 13669 <customer.service@careerware.com>	Matches interests and other factors to jobs and educational programs. Includes entry level and semi-skilled labor market as well as professional.
College View	<www.collegeview.com>	Free site with career questionnaire, criteria-based searches, career information, virtual campus tours, applications
Reference: The Career Book	Joyce Lain Kennedy <www.townonline.com/working>	Excellent counselor resource

Appendix F

Community Services, Programs, and Agencies

Here are some examples of services, programs, and agencies that should be explored and included as needed in the student's transition plan:

Continuing Education:

- *Regional Occupational Programs (ROP) and adult schools*
- *Trade schools*
- *Department of Rehabilitation Cooperative Programs: WorkAbility II, III, IV V, and Transition Partnership Program (TPP)*
- *Community colleges*
- *Four-year colleges (public and private) – Find out about the Disabled Student Services Program the college offers*

Employment:

- *Employment Development Department (EDD) One Stop Career Centers*
- *WorkAbility Program*
- *Workforce Investment Act*
- *Department of Rehabilitation Programs and TPP*
- *California School to Career Programs*
- *Private employment agencies*

Independent Living/Recreational:

- *Regional Center/Department of Developmental Services (DDS)*
- *Independent living centers*
- *Department of Rehabilitation*
- *Department of Mental Health*
- *Adult education classes*
- *Local YMCA/YWCA or city recreation department*
- *Chamber of Commerce*
- *Community Human Services Department*

Department of Rehabilitation

2000 Evergreen, Sacramento, CA 95815
Catherine Campisi, Director, (916) 263-8987
Client Assistance Program (800) 952-5544
<www.rehab.cahwnet.gov>

Eligibility:

- *Student must have a physical or mental disability that may substantially impede employment.*
- *Student needs vocational rehabilitation services to prepare for, enter, engage in or retain gainful employment.*

Services Could Include:

- *Client Assistance Program*
- *Career counseling and guidance*
- *Assessment and evaluation*
- *Transportation*
- *Assistive technology:*
  - *Examples: aids, devices, interpreter services, etc.*
- *Work related needs:*
  - *Examples: tools, supplies, equipment, uniforms, licenses, etc.*
- *On-the-job training program*
- *Job placement services*
- *Supported employment*
- *Vocational/postsecondary training such as universities, community colleges, trade schools, etc.*

Department of Developmental Services/Regional Center

1600 9th St., Suite 240, Sacramento, CA 95814
Clifford Allenby, Director, (916) 654-1897
Dale Sorbello, Community Services Division, (916) 654-1954
<www.dds.ca.gov>

Eligibility:

- *Mental retardation, cerebral palsy, epilepsy, autism, or any condition that would require treatment similar to mental retardation*
- *Disability began before the age of 18*
- *A continuing, substantial nature to the disability*

Services Could Include:

- *Service coordination*
- *Independent living skills training*
- *Assistance in securing housing, transportation, day activities, supported employment, medical services, and respite to families*

How Services are Delivered:

- *The Department of Developmental Services provides leadership and funding for services and support through state-operated developmental centers and contracts with twenty-one agencies called regional centers.*
- *The regional centers have offices throughout California to provide a local resource to help find and access the many services available to individuals with developmental disabilities and their families.*
- *Call the above telephone numbers or explore the website for more information.*

Social Security

Information (800) 772-1213
<www.ssa.gov>

Eligibility:

- *Programs provide cash benefits to persons unable to work because of age, disability, or injury.*
- *Supplemental Security Income (SSI) pays benefits to persons who fall below certain income/asset levels.*
- *Social Security Disability Insurance (SSDI) pays benefits to persons with a disability who have paid into the system or have a parent who paid into the social security system.*
- *Disability is defined (same for SSI & SSDI) as a condition that prevents a person from engaging in substantial gainful activity because of a mental or physical impairment that has lasted or can last for at least 12 consecutive months.*

Services Could Include:

Social Security Work Incentives

Work incentives are Social Security rules aimed at assisting people with disabilities, who receive Social Security benefits, in returning to work by minimizing the risk of losing their SSI and medical benefits.

Types of Work Incentives:

1. *Earned Income Inclusion: After earning $65, an individual's SSI check is reduced by only one dollar for every two dollars earned.*
2. *Student Earned Income Exclusion: A student under the age of 22 can earn up to $400/month but less than $1620/year before a reduction in benefits occurs.*
3. *Impairment-Related Work Expenses (IRWE): May deduct the cost of disability related items and services needed from the earned income used to calculate SSI or SSDI payments.*
4. *Plan for Achieving Self-Support (PASS): A plan to set aside income in order to achieve an occupational goal. The funds set aside are not counted when calculating SSI benefits. A PASS must include the following:*
    - *Pre-approval in writing from the Social Security Administration*
    - *A realistic and specific work goal*
    - *All details surrounding the proposed timeline and set aside income*

Employment Development Department (EDD) One-Stop Centers

800 Capitol Mall, Sacramento, CA 95814
Michael Beenick, Director, (916) 654-8210
<www.edd.cahwnet.gov>
School-to-Career, (916) 324-3352
<www.stc.cahwnet.gov>
California Governor's Committee for Employment of Disabled Persons
(916) 654-8055
<www.gcedp.org>

Eligibility:

- *Employment placement services for job ready individuals*
- *Must be at least 16 years of age*

Services Could Include:

- *Job search workshops*
- *Labor market information*
- *Job referrals*
- *Workforce Investment Act Programs*

Mental Health Services

1600 9th St., Room 250, Sacramento, CA 95814
Steve Mayberg, Director, (916) 654-2309
Ombudsman Services, (800) 896-4042
<www.dmh.cahwnet.gov>

Eligibility:

- *Provides services to those who meet statutory definitions of "target population" criterion which includes:*

  Diagnostic and Statistical Manual definition for psychiatric, behavioral disorders, and certain specified behavioral patterns

Services Could Include:

- *Psychiatric In-Patient and Long Term Care services*
- *Psychiatric Diagnosis and Adjustment*
- *24-hour Crisis Counseling*
- *Medication*
- *Mental Health Rehabilitative Services*
- *Youth and Children Services, including Day Treatment Services*

California Foundation for Independent Living Centers

660 J St., Suite 270, Sacramento, CA 95816
Patricia Yeager, Executive Director, (916) 325-1690
<www.cfilc.org>
Assistive Technology Network
(800) 390-2699 (voice) (800) 900-0706 (TDD)
<www.atnet.org>

Vision Statement:

"Our plan is to carry out activities that impact society to the degree that persons with disabilities are no longer excluded."

Services Could Include:

- *Federal law requires:*

  Peer support, advocacy services, information, referral to community resources, and independent living skills training

- *California law adds the following:*

  Accessible housing referral

  Personal assistance referral

- *Regional centers all over California to serve local communities*

California Community Colleges

1102 Q St., Sacramento, CA 95814
(916) 445-8752
<www.ccco.edu>

The Community College system consists of 107 two-year institutions. Each college provides services for students with disabilities.

Eligibility:

- *Student can verify temporary or permanent disability.*
- *Student needs to be regularly enrolled in the educational institution.*

Services Could Include:

- *Registration assistance*
- *Classroom accommodations*
- *Mobility services*
- *Deaf services*
- *Print access*
- *Learning disability services*

Other Contacts:

California Department of Education, Special Education Division

515 L St., Suite 270, Sacramento, CA 95814
Alice Parker, Assistant Superintendent, Director of Special Education Division
(916) 445-4729

WorkAbility I

(916) 327-4221
<www.cde.ca.gov/spbranch/sed>

University of California

<www.ucop.edu>
The University of California is a statewide system of four-year universities. Each university provides accommodations for students with disabilities. Contact a specific facility for more information about services.

California State Universities

<www.calstate.edu>
The California State University system consists of four-year universities. Each state university provides accommodations for students with disabilities. Contact a specific facility for more information about services.

What If?

- *Referrals from schools are not received by agencies.*
- *Referrals are not received by agencies in time to provide continuous services.*
- *Agencies do not follow up on IEP involvement or agreed upon services.*

Suggestions:

- *Establish procedures and appropriate timelines if agency involvement in the transition planning process is limited.*
- *Establish a transition agreement between schools and agencies covering record transfer to agency representative(s) when the student leaves the school community.*

Appendix G
Transition Curricula

1. *Assess for Success - Handbook on Transition Assessment.* (1996) Helps the IEP team decide what to assess and how assessment data should be collected and used within the context of career development. Sitlington, Patricia L., et.al. Council for Exceptional Children - DCDT, 1920 Association Drive, Reston, VA 20191-1589. (800) CEC-READ.
2. *Career Choice.* A curriculum that teaches self-awareness, decision-making, and career exploration. Academic Innovations, 3463 State Street, Suite 219-B, Santa Barbara, CA 93105. (800) 967-8016.
3. *Children's Dictionary of Occupations.* (1992). Brief description of different occupations. Classroom activity books for different grade levels and CD-ROM version also available. Meridian Education Corporation, 236 E. Front Street, Bloomington, Illinois. (800) 727-5507.
4. *Career Link: Job Shadowing.* (1995) Procedures and forms for establishing authentic workplace experiences. Irvine Unified School District. 5050 Barranca Parkway, Irvine, CA 92714-4698. (714) 651-0444. Linda O'Neal - contact person.
5. *Choices.* Several different computer programs that engage students (6th–12th grade) in an interactive process that heightens their self-awareness, helps them set priorities, and develops career decision-making skills. Careerware, 810 Proctor Ave., Industrial Park Bldg. #3, Ogdenburg, NY 13669, (800) 267-1544.
6. *Choosing Employment Goals.* Student lessons and teacher manual. (1995). ChoiceMaker Instructional Series. University of Colorado, Center for Educational Research. P.O. Box 7150, Colorado Springs, CO 80933-7150. (719) 593-3272.
7. *Community Career Skills Curriculum.* (1992). Manual with lesson plans for functional career activities for at-risk students and students with SED in grades 7–12. Poudre School District R-1, Special Education Services, 2407 La Porte, Fort Collins, CO 80521. (303) 490-3235.
8. *Crossroads.* (1990). Dennise Bissonette, A motivational and self-esteem workbook for employment preparation and job retention. Milt Wright & Associates, Inc. 19151 Parthenia Street, Suite D, Northridge, CA 91324. (818) 349-0858.
9. *Helping Students Develop Their IEPs: A Student's Guide to the IEP.* (1995). Teacher and student guides and audiotape overview. A free publication of NICHCY-the National Information Center for Children and Youth with Disabilities. P.O. Box 1492, Washington, DC 20013. (800) 695-0285.
10. *How to…Career Development Activities for Every Classroom (2nd Edition).* (1999) Classroom activities to develop: self-knowledge, educational and occupational exploration, and career planning. Separate books for K–3, 4–6, 7–9, and 10–12. Center on Education and Work, University of Wisconsin-Madison, School of Education, 964 Educational Science Building, 1025 W. Johnson Street, Madison, Wisconsin 53706-1796. (800) 446-0399, (608) 262-9197, <www.cew.wisc.edu>.
11. *Individual Program Plan Resource Manual: A Person-Centered Approach.* (1995). Available free from: California Department of Developmental Services, 1600 9th Street, Sacramento, CA 95814. (916) 654-2198.
12. *Individual Transition Plans.* (1995) Manual for writing ITP goals. Includes samples for students with a variety of cognitive, learning, physical, and behavioral disorders. Paul Wehman. Pro-ed, 8700 Shoal Creek Blvd., Austin, TX 78757-6897. (512) 451-8542 Order Number 6956.

13. *It's Your Choice: Planning for Life after High School*. (1996) A video and manual to help individuals with disabilities learn to make choices for adult living. Full Citizenship 211 E. Eighth, Suite F, Lawrence, Kansas, 66044. (913) 749-0603.
14. *It's Your Future*. (2001). A 23 minute video for students on the importance of making a transition plan. California Department of Education, Special Education Division.
15. *Matching Talents to Success*. (1995) A facilitator's manual and student guidebook for discovering and developing your natural talents. Based on the theory of multiple intelligences developed by Dr. Howard Gardner at Harvard University. Linda O'Neill. Career Visions, P.O. Box 56718, Riverside, CA 92517. (909) 684-4025.
16. *Next S.T.E.P.* (1997). A. Halpern, et.al. A comprehensive curriculum for transition and education planning. Pro-ed, 8700 Shoal Creek Blvd., Austin, TX, 78757-6897. Product #8400. (512) 451-3246.
17. *One-A-Day Language Lessons*. (1998) Each lesson focuses on a single job and includes writing, thinking/speaking questions, and vocabulary. American Guidance Service, Inc. P.O. Box 99, Circle Pines, MI 55014-1796. (800) 328-2560. $78.95.
18. *Pathfinder-Exploring Career & Educational Paths*. (1996). Lindsay, Norene. Classroom curriculum for junior and high school students. JIST Works, Inc. 720 N. Park Ave., Indianapolis, IN 46202-343. FAX (317) 264-3709.
19. *Preparing for the Future: A Teacher's Guide to the Transition IEP*. (1997) Comprehensive guide contains all of the information a teacher needs to prepare for a quality transition IEP meeting. Also included is a four-week preparation curriculum to prepare students for their transition meeting. Riverside County Office of Education, 3939 13th Street, P.O. Box 868, Riverside, CA 92502. Attention: Rebecca Silva. Cost: $25. (909) 788-6530.
20. *Promoting Successful Outcomes for Students with Emotional Disorders*. (1994). Manual with techniques for supported employment, program evaluation and case studies. Center for Community Participation, 303 Occupational Therapy Bldg., Colorado State University, Fort Collins, CO 80523. (907) 491-5930.
21. *Self-Advocacy Strategy for Education & Transition Planning*. (1994). Van Reusen, Tony. et al. Edge Enterprises, Inc. P.O. Box 1304, Lawrence, KS 66044, (913) 749-1473. Strategies Intervention Model - SIM - $15.
22. *Self-Determination — Student Strategies for Facilitating Student Directed Life Planning*. Curriculum outline and training available. Irvine Unified School District. Beverly Huff. (714) 651-0444, extension 217.
23. *Self-Directed IEP*, Martin, James E., et al. (1993). Teacher's manual, 25 student workbooks and 25 self-determination assessment forms. Sopris West Publishing. 1140 Boston Ave., Longmont, CO 80501. (800) 547-6747. $95.
24. *Student Employment Competencies Handbook*. (1997). Irene S. Frank. Instructional activities developed for all types of classroom programs. Poway USD, 13626 Twin Peaks Rd., Poway, CA 92064. (619) 748-0010, ext. 2208.
25. *Take Charge (Middle School); Take Charge for the Future (High School)*. (1997). Laurie Powers. Oregon Health Sciences University-UAP, Center on Self-Determination. 3608 S.E. Powell Blvd., Portland, OR 97202. (503) 232-9154. Alison Turner-Project Coordinator, Ext. 113.
26. *The Career Game*. Rick Trow Productions. Career interest inventory with color graphic format for beginning sessions on self-awareness and career investigation. Includes a software program that generates a report. P.O. Box 29, New Hope, PA 18938. (800) 247-9404.

27. *Tools for Transition - Preparing Students with Learning Disabilities for Postsecondary Education*. (1991). Video, teacher's manual and student materials. American Guidance Service, Inc. Circle Pines, MI 55014-1796.
28. *Transition Planning Profile*. Diagnostic Center, Southern California. Attention: Alice Curtis. (323) 222-8090.
29. *Transition Portfolio & Guide*. (2000). Diagnostic Center, North. Available through WorkAbility. Attention:Nellie Amaro. (916) 323-3309.
30. *Transitions Curriculum* (1998). Fulton & Silva. Three part curriculum: Personal Management, Career Management, Life Management. Teacher developed lessons and student worksheets. Each volume is $149. James Stanfield Co., Inc. PO Box 41056, Santa Barbara, CA 93140. (800) 421-6534.
31. *Tuning In To My Future* - A middle school career guidance program in three units: student workbook, teacher guide, parent guide. (1997). PrepWorks Publishing. P.O. Box 292239, Dayton, OH 45429. (800) 773-6825. FAX (973) 294-9442.
32. *Why Are You Calling Me LD?* (1997). Holly Parzych. P.C.I. Educational Publishing. (800) 594-4263.

Appendix H

Transition-Related Websites

- California Career Planning Guide
  http://www.californiacareers.info/CCPG/CCPGCover.html
- The California Career Resource Network
  http://www.californiacareers.info/
- California Department of Education - Special Education Division - Resources
  <www.cde.ca.gov/spbranch/sed/resource>
- CalSTAT Core Messages on Transition: School to Adult Life
  <www.calstat.org>
- Council for Exceptional Children, Division on Career Development and Transition
  <www.cec.sped.org>
- HEATH Resource Center
  <www.heath-resource-center.org>
- Institute on Community Integration
  <www.icicoled.umn.edu/all/>
- Job Accommodation Network (JAN)
  <www.jan.wvu.edu/>
- Paula D. Kohler, Ph.D., Associate Professor, Department of Educational Studies, Special Education Program, Western Michigan University
  http://homepages.wmich.edu/~kohlerp/
- Minnesota Department of Children, Families, and Learning
  <cfl.state.mn.us/SPECED/transition/transitionindex.html>
- National Center on Educational Outcomes
  <www.coled.umn.edu./nceo/>
- National Center for Research in Vocational Education
  <VOCSERVE.BERKELEY.EDU/>
- National Center on Secondary Education and Transition
  <http://www.ncset.org>
- National Center on Workforce and Disability Adult
  http://www.onestops.info/article.php?article_id=177#1
- National Collaboration on Workforce and Disability/Youth
  http://www.ncwd-youth.info/promising_Practices/index.html
- National Information Center for Children and Youth with Disabilities (NICHCY)
  <nichcy.org>
- National Transition Alliance (NTA)
  <www.dssc.org/nta/>
- National Transition Research Institute at Illinois
  <www.ed.uiuc.edu/sped/tri/institute.html>
- Parent Advocacy Coalition for Educational Rights (PACER)
  <www.taalliance.org>
- Research and Training on Independent Living
  <lsi.ukans.edu/rtcil>
- SCANS 2000 Workforce Skills Center (Secretary's Commission on Achieving Necessary Skills)
  <www.scans.jhu.edu>
- SCORE: California web-based classroom resource
  <www.score.k12.ca.us/>
- Secretary's Commission on Achieving Necessary Skills
  http://wdr.doleta.gov/SCANS/

Appendix I
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Appendix J

IDEA 1997: Transition Related Amendments and Final Regulations

The language provided here represents only those portions of the statute (left column) and final regulations (right column) that pertain to the planning and delivery of transition requirements. The full statute and regulations may be downloaded from the World Wide Web at the following address: <http://www.ideapractices.org/lawandregs.htm>. The text in this section contains only direct quotes from the statute and final regulations. No interpretation is included in this section. This section was developed by the National Transition Network.

Individuals with Disabilities Education Act 1997 Amendments (P.L.105-17)

Section 601(d). Purposes.

(d) PURPOSES-The purposes of this title are —

(l) (A) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;

(B) To ensure that the rights of children with disabilities and parents of such children are protected; and

(C) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

(2) To assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;

(3) To ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting systemic-change activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and

(4) To assess,and ensure the effectiveness of, efforts to educate children with disabilities.

Section 602(30). Definitions.

(30) TRANSITION SERVICES.—The term "transition services" means a coordinated set of activities for a student with a disability that —

(A) Is designed within an outcome-oriented process, which promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) Is based upon the individual student's needs, taking into account the student's preferences and interests; and

(C) Includes instruction, related services, community experiences, the development of employment and other postschool adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

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Section 300.29 Transition Services.

Section 300.1 Purposes. The purposes of this part are —

(a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;

(b) To ensure that the rights of children with disabilities and their parents are protected;

(c) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and

(d) To assess and ensure the effectiveness of efforts to educate children with disabilities.

Authority:20 U.S.C.1400 note

(Independent Living. **Appendix A,III, page 12474:** Section 701 of the Rehabilitation Act of 1973 describes the philosophy of independent living as including a philosophy of consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, in order to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and the integration and full inclusion of individuals with disabilities into the mainstream of American society. Because many students receiving services under IDEA will also receive services under the Rehabilitation Act, it is important, in planning for their future, to consider the impact of both statutes.)

Section 300.29 Transition Services.

(a) As used in this part, transition services means a coordinated set of activities for a student with a disability that —

(1) Is designed within an outcome-oriented process, that promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual student's needs, taking into account the student's preferences and interests; and

(3) Includes —

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other postschool adult living objectives; and

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(v) If appropriate, acquisition of daily living skills and functional vocational evaluation.

(b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

Authority:20 U.S.C 1401(30)

Section 612 (a)(1)(B).
Free Appropriate Public Education.

(B) LIMITATION —The obligation to make a free appropriate public education available to all children with disabilities does not apply with respect to children:

(i) Aged 3 through 5 and 18 through 21 in a State to the extent that its application to those children would be inconsistent with State law or practice, or the order of any court, respecting the provision of public education to children in those age ranges; and

(ii) Aged 18 through 21 to the extent that State law does not require that special education and related services under this part be provided to children with disabilities who, in the educational placement prior to their incarceration in an adult correctional facility:

(I) Were not actually identified as being a child with a disability under section 602(3) of this Act; or

(II) Did not have an individualized education program under this part.

Section 300.122
Exception to FAPE for Certain Ages.

(a) General. The obligation to make FAPE available to all children with disabilities does not apply with respect to the following:

(1) Children aged 3, 4, 5, 18, 19, 20, or 21 in a State to the extent that its application to those children would be inconsistent with State law or practice, or the order of any court, respecting the provision of public education to children in one or more of those age groups.

(2) (i) Students aged 18 through 21 to the extent that State law does not require that special education and related services under Part B of the Act be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility —

(A) Were not actually identified as being a child with a disability under Section 300.7; and

(B) Did not have an IEP under Part B of the Act.

(ii) The exception in paragraph (a)(2)(i) of this section does not apply to students with disabilities, aged 18 through 21, who —

(A) Had been identified as a child with a disability and had received services in accordance with an IEP ,but who left school prior to their incarceration; or

(B) Did not have an IEP in their last educational setting, but who had actually been identified as a "child with a disability" under Section 300.7.

(3) (i) Students with disabilities who have graduated from high school with a regular high school diploma.

(ii) The exception in paragraph (a)(3)(i) of this section does not apply to students who have graduated but have not been awarded a regular high school diploma.

(iii) Graduation from high school with a regular diploma constitutes a change in placement, requiring written prior notice in accordance with Section 300.503.

(b) *Documents relating to exceptions.* The State must have on file with the Secretary —

(l) (i) Information that describes in detail the extent to which the exception in paragraph (a)(1) of this section applies to the State; and

(ii) A copy of each State law, court order, and other documents that provide a basis for the exception; and

(2) With respect to paragraph (a)(2) of this section, a copy of the State law that excludes from services under Part B of the Act certain students who are incarcerated in an adult correctional facility.

Authority: 20 U.S.C.1412(a)(1)(B)

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Section 614(d)(6). Individualized Education Programs

(6) CHILDREN WITH DISABILITIES IN ADULT PRISONS —

(A) IN GENERAL—The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

(i) The requirements contained in section 612 (a)(17) and paragraph (1)(A)(v) of this subsection (relating to participation of children with disabilities in general assessments).

(ii) The requirements of sub-clauses (I) and (II) of paragraph.

(1) (A)(vii) of this subsection (relating to transition planning and transition services), do not apply with respect to such children whose eligibility under this part will end, because of their age, before they will be released from prison.

(B) ADDITIONAL REQUIREMENT—If a child with a disability is convicted as an adult under State law and incarcerated in an adult prison, the child's IEP Team may modify the child's IEP or placement notwithstanding the requirements of sections 612 (a)(5)(A) and 614 (d)(1)(A) if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

Section 614(d)(1)(B). Individualized Education Program Team

—The term "individualized education program team" or "IEP Team" means a group of individuals composed of—

(i) the parents of a child with a disability;

(ii) at least one regular education teacher of such child (if the child is,or may be,participating in the regular education environment);

(iii) at least one special education teacher,or where appropriate, at least one special education provider of such child;

(iv) a representative of the local educational agency who—

(I) is qualified to provide,or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

(II) is knowledgeable about the general curriculum; and

(III) is knowledgeable about the availability of resources of the local educational agency;

(v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi); (vi) at the discretion of the parent or the agency,other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;and

(vii) whenever appropriate, the child with a disability.

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Section 300.311(b) and (c) FAPE Requirements for Students with Disabilities in Adult Prisons.

(b) *Requirements that do not apply*. The following requirements do not apply to students with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

(1) The requirements contained in Section 300.138 and Section 300.347(a)(5)(i) (relating to participation of children with disabilities in general assessments).

(2) The requirements in Section 300.347(b) (relating to transition planning and transition services), with respect to the students whose eligibility under Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

(c) *Modifications of IEP or placement.*

(1) Subject to paragraph (c)(2) of this section, the IEP team of a student with a disability, who is convicted as an adult under State law and incarcerated in an adult prison, may modify the student's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

(2) The requirements of Sections 300.340(a) and 300.347(a) relating to IEPs, and 300.550(b) relating to LRE, do not apply with respect to the modifications described in paragraph (c)(1) of this section.

Authority: 20 U.S.C.1412(a)(1),1414(d)(6)

Section 300.344 (b) IEP Team.

(b) *Transition services participants.*

(l) Under paragraph (a)(7) of this section, the public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of —

(i) The student's transition services needs under Section 300.347(b)(1);

(ii) The needed transition services for the student under Section 300.347(b)(2); or (iii) Both.

(2) If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered.

(3) (i) In implementing the requirements of Section 300.347(b)(2), the public agency also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.

(ii) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain participation of the other agency in the planning of any transition services.

Authority: 20 U.S.C.1401(30), 1414(d)(1)(A)(7), (B)

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See IDEA 1997 Amendments Section 614(d)(1)(B)

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Section 300.345 Parent Participation.

(a) Public agency responsibility — general . Each public agency shall take steps to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including —

(1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

(2) Scheduling the meeting at a mutually agreed on time and place.

(b) Information provided to parents.

(1) The notice required under paragraph (a)(1) of this section must —

(i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and

(ii) Inform the parents of the provisions in Section 300.344(a)(6) and (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).

(2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also —

(i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in Section 300.347(b)(1); and

(ii) Indicate that the agency will invite the student.

(3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must —

(i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in Section 300.347(b)(2);

(ii) Indicate that the agency will invite the student; and

(iii) Identify any other agency that will be invited to send a representative.

(c) Other methods to ensure parent participation. If neither parent can attend, the public agency shall use other methods to ensure parent participation, including individual or conference telephone calls.

(d) Conducting an IEP meeting without a parent in attendance. A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the public agency must have a record of its

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Section 614 (d)(1)(A)(vii). Individualized Education Programs

(vii) (I) Beginning at age 14, and updated annually, a statement of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced placement courses or a vocational education program);

(II) Beginning at age 16 (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages; and

(III) Beginning at least one year before the child reaches the age of majority under State law, a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m)…

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attempts to arrange a mutually agreed on time and place, such as–

(1) Detailed records of telephone calls made or attempted and the results of those calls;

(2) Copies of correspondence sent to the parents and any responses received; and

(3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

(e) Use of interpreters or other action, as appropriate. The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

(f) Parent copy of child's IEP. The public agency shall give the parent a copy of the child's IEP at no cost to the parent.

Authority: 20 U.S.C.1414(d)(1)(B)(i)

Section 300.347 (b).(c) and (d) Content of IEP.

(b) *Transition services.* The IEP must include —

(1) For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and

(2) For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

(c) *Transfer of rights.* In a State that transfers rights at the age of majority, beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority, consistent with Section 300.517.

(d) *Students with disabilities convicted as adults and incarcerated in adult prisons.* Special rules concerning the content of IEPs for students with disabilities convicted as

IDEA 1997 Final Regulations
(IDEA 1997 final regulations took effect 5/11/99)

adults and incarcerated in adult prisons are contained in Section.300.311(b) and (c).

Authority: 20 U.S.C.1414(d)(1)(A)and (d)(6)(A)(ii)

(**Appendix A. Introduction, page 12470:**The IEP requirements under Part B of the IDEA emphasize the importance of three core concepts: (1) the involvement and progress of each child with a disability in the general curriculum including addressing the unique needs that arise out of the child's disability; (2) the involvement of parents and students, together with regular and special education personnel, in making individual decisions to support each student's (child's) educational success, and (3) the preparation of students with disabilities for employment and other postschool activities.)

(Transition service needs/Needed transition services. **Appendix A,III.11, page 12474** *[provides clarification on the distinction between the two terms]*: The purpose of the [requirement in Section 300.347(b)(1)(i)] (statement of transition service needs by age 14) is to focus attention on how the child's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school… For example, for a child whose transition goal is a job, a transition service could be teaching the child how to get to the job site on public transportation… Thus, beginning at age 14, the IEP team, in determining appropriate measurable annual goals (including benchmarks or short-term objectives) and services for a student, must determine what instruction and educational experiences will assist the student to prepare for transition from secondary education to postsecondary life.

The statement of transition service needs should relate directly to the student's goals beyond secondary education, and show how planned studies are linked to these goals. For example, a student interested in exploring a career in computer science may have a statement of transition services needs connected to technology course work, while another student's statement of transition services needs could describe why public bus transportation training is important for future independence in the community. Although the focus of the transition planning process may shift as the student approaches graduation, the IEP team must discuss specific areas beginning at least at the age of 14 years and review these areas annually. As noted in the Committee Reports, a disproportionate number of students with disabilities drop out of school before they complete their secondary education… To help reduce the number of students with disabilities that drop out, it is important that the IEP team work with each student with a disability and the student's family to select courses of study that will be meaningful to the student's future and motivate the student to complete his or her education…

Thus, while Section 300.347(b)(1) requires that the IEP team

begin by age 14 to address the student's need for instruction that will assist the student to prepare for transition, the IEP must include by age 16 a statement of needed transition services under Section 300.347(b)(2) that includes "a coordinated set of activities…, designed within an outcome-oriented process, that promotes movement from school to postschool activities…"

Individuals with Disabilities Education Act 1997 Amendments (P.L.105-17)

Section 614 (d)(5).
Individualized Education Programs.

(5) FAILURE TO MEET TRANSITION OBJECTIVES —If a participating agency, other than the local educational agency, fails to provide the transition services described in the IEP in accordance with paragraph (1)(A)(vii), the local educational agency shall reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in that program.

Section 615(m).
Procedural Safeguards

(m) TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY —

(1) IN GENERAL —A State that receives amounts from a grant under this part may provide that, when a child with a disability reaches the age of majority under State law (except for a child with a disability who has been determined to be incompetent under State law) —

(A) The public agency shall provide any notice required by this section to both the individual and the parents;

(B) All other rights accorded to parents under this part transfer to the child;

(C) The agency shall notify the individual and the parents of the transfer of rights; and

(D) All rights accorded to parents under this part transfer to children who are incarcerated in an adult or juvenile Federal, State, or local correctional institution.

(2) SPECIAL RULE —If, under State law, a child with a disability who has reached the age of majority under State law, who has not been determined to be incompetent, but who is determined not to have the ability to provide informed consent with respect to the educational program of the child, the State shall establish procedures for appointing the parent of the child, or if the parent is not available, another appropriate individual, to represent the educational interests of the child throughout the period of eligibility of the child under this part.

IDEA 1997 Final Regulations
(IDEA 1997 final regulations took effect 5/11/99)

Section 300.348
Agency Responsibilities for Transition Services

(a) If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with Section.300.347(b)(1), the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

(b) Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

Authority: 20 U.S.C.1414(d)(5);1414(d)(1)(A)(vii)

Section 300.517
Transfer of Parental Rights at Age of Majority.

(a) General—A State may provide that, when a student with a disability reaches the age of majority under State law that applies to all students (except for a student with a disability who has been determined to be incompetent under State law)—

(1) (i) The public agency shall provide any notice required by this part to both the individual and the parents; and

(ii) All other rights accorded to parents under Part B of the Act transfer to the student; and

(2) All rights accorded to parents under Part B of the Act transfer to students who are incarcerated in an adult or juvenile, State, or local correctional institution.

(3) Whenever a State transfers rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency shall notify the individual and the parents of the transfer of rights.

(b) *Special rule.* If, under State law, a State has a mechanism to determine that a student with a disability, who has reached the age of majority under State law that applies to all children and has not been determined incompetent under State law, does not have the ability to provide informed consent with respect to his or her educational program, the State shall establish procedures for appointing the parent, or, if the parent is not available another appropriate individual,to represent the educational interests of the student throughout the student's eligibility under Part B of the Act.

Authority: 20 U.S.C.1415(m)

IDEAs that Work
Office of Special Education Programs

California Education Code
Certificate of Educational Achievement or Completion

Noncodified Section - Recognition for Educational Achievement or Completion of Program.

Section 1. (a) The Legislature finds and declares that individuals with exceptional needs are not being appropriately recognized when they complete their schooling by means of an alternative course of study, or when they satisfactorily meet the goals and objectives in their individualized education program, or have satisfactorily attended high school, participated in the instruction prescribed in their individualized education program and have met their individualized education program transition plan.

(b) The Legislature further finds and declares that individuals with exceptional needs are often excluded from participation in graduation ceremonies and related activities even though they have achieved or completed what was prescribed in their individualized educational program during their high school years.

(c) It is, therefore, the intent of the Legislature that Chapter 4.1 (commencing with Section 56375) be added to Part 30 of the Education Code to recognize the educational achievement or completion of individuals with exceptional needs when they complete high school and allow these individuals to participate in graduation ceremonies and related activities along with their nondisabled peers.

30 EC 56391 - Participation in Graduation Ceremony and Related Activities

56391. An individual with exceptional needs who meets the criteria for a certificate or document described in Section 56375(sic)[56390] shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age without disabilities would be eligible to participate, The right to participate in graduation ceremonies does not equate a certificate or document described in Section 56375(sic)[56390]with a regular high school diploma.

Appendix K

Transition Requirements Checklist

The following checklist corresponds to specific sections of the Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97) and the final regulations related to the transition requirements that were issued in the Federal Register on March 12, 1999. The checklist may be used by public agencies to help align their practices with the transition requirements of the IDEA '97. (Excerpt from Storms, O'Leary, and Williams. See Appendix H.)

Transition Services Participants (34 CFR §300.344)
When a purpose of the IEP meeting is the consideration of transition services:

1. Yes No Did the public agency invite the student?
2. Yes No N/A If the student did not attend the IEP meeting, did the public agency take steps to ensure that the student's preferences and interests were considered in the development of the IEP? (If the student attended the meeting, indicate N/A [not applicable].)
3. Yes No Did the public agency invite a representative of any other agency that is likely to be responsible for providing or paying for transition services?
4. Yes No N/A If an agency was invited to send a representative to a meeting and did not do so, did the public agency take other steps to obtain his or her participation in the planning of transition services? (If the agency attended the meeting, indicate N/A [not applicable].)

Parent notice (34 CFR §300.345)

Does the parent (and student, if rights have been transferred) notice:

1. Yes No Indicate, for a student beginning at age 14 (or younger, if appropriate), that a purpose of the meeting will be the development of a statement of transition service needs?

2. Yes No Indicate, for a student beginning at age 16 (or younger, if appropriate), that a purpose of the meeting is the consideration of needed transition services?

3. Yes No Indicate that the public agency will invite the student beginning at age 14 (or younger, if appropriate)?

4. Yes No Identify any other agency that will be invited to send a representative?

5. Yes No Indicate the time and location of the meeting and who will be in attendance?

6. Yes No Inform the parents that they may invite other individuals who have knowledge or special expertise regarding their child, including related services personnel, as appropriate?

Exception to FAPE and Prior Written Notice (34 CFR §300.122(a)(3)(i, ii,iii) & §300.503)

If the student will graduate with a regular* high school diploma, does the IEP team provide the parent(s) (and student, if rights have been transferred) with:

1. Yes No Prior written notice (in accordance with 34 CFR §300.503) that graduation from high school with a regular diploma constitutes a change in placement and that the high school student is no longer entitled to provide a free appropriate public education (FAPE)? (NOTE: A state may choose to continue to provide FAPE. Check with your state for requirements that may go beyond Federal requirements.)

* Does not apply to students who have graduated but have not been awarded a regular high school diploma.

Content of the Individualized Education Program (IEP) (34 CFR §300.347)
If the student is 14 (or younger, if appropriate), does the IEP include:

1. Yes No A statement of current performance related to transition service needs?

2. Yes No A statement of transition service needs that specifies courses of study that will be meaningful to the student's future and motivate the student to complete his or her education?

If the student is 16 (or younger, if appropriate), does the IEP include:

1. Yes No A statement of needed transition services that is a coordinated set of activities and considers:

   Yes No a. Instruction?
   Yes No b. Related services?
   Yes No c. Community experiences?
   Yes No d. Development of employment and other postschool adult living objectives?
   Yes No e. If appropriate, acquisition of daily living skills?
   Yes No f. If appropriate, a functional vocational evaluation?

2. Yes No The activities in the statement of needed transition services are presented as a coordinated set of activities that promotes movement from school to desired postschool activities?

3. Yes No A statement of needed transition services that addresses one or more of the following postschool activities:
   [ ] Postsecondary education?
   [ ] Vocational training?
   [ ] Integrated employment (including supported employment)?
   [ ] Continuing and adult education?
   [ ] Adult services?
   [ ] Independent living?
   [ ] Community participation?

4. Yes No A coordinated set of activities that is based on the individual student's needs, taking into account the student's preferences and interests?

5. Yes No A statement, if appropriate, of the interagency responsibilities or any needed linkages (i.e., linkages to agencies or services the student needs)?

6. Yes No Has the statement of transition service needs and statement of needed transition services been reviewed at least annually?

7. Yes No A statement, in a State that transfers rights at the age of majority, at least one year before the student reaches the age of majority under state law, that the student has been informed of the rights under Part B of the Act, if any, that will transfer to him or her when he or she reaches the age of majority?

Transfer of Rights (34 CFR §300.517, §300.347(c))

1. Yes No In a State that transfers rights at the age of majority, when the student reached the age of majority, did the public agency notify both the student and the parent that all rights under Part B transferred to the student? (Note: in a State that transfers rights at the age of majority, the public agency shall provide any notice required by the regulations to both the individual and the parents.)

Agency responsibilities for transition services (34 CFR §300.348)

1. Yes No N/A If a participating agency failed to provide agreed-upon transition services contained in the IEP, did the public agency responsible for the student's education reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP? (If the agency provided services, indicate N/A [not applicable].)

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Transition to Adult Life Leadership (TALL)
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